DOCUMENT RESUME

ED 404 295 SP 035 050

AUTHOR	Garzino, Mary S.; And Others
TITLE	Actions for Health: Grade 4. Contemporary Health Series.
INSTITUTION	ETR Associates, Santa Cruz, CA.
SPONS AGENCY	Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE	94
NOTE	419p.; Several large classroom posters not included here. For kindergarten materials, see SP 035 049; for grades 1-3, see ED 358 070-072, for grades 4-6, see SP 035 050-052; for Administrator's Guide, see SP 035 053.
AVAILABLE FROM	ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830.
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Audiovisual Aids; Charts; Class Activities; Curriculum Guides; Elementary School Students; Elementary School Teachers; Environmental Influences; Family Life; Grade 4; *Health Education; *Health Promotion; Hygiene; Intermediate Grades; Learning Activities; Lesson Plans; Nutrition Instruction; Safety Education; Self Esteem; *Skill Development; Substance Abuse; Teaching Guides; Workbooks

ABSTRACT

This set of health education materials for grade 4 includes a teacher's manual, student workbook, activity posters, suggestions for a special event, and a booklet of letters for parents. The materials cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The emphasis in the grade 4 lessons is on health assertiveness (a skill that involves resisting pressures to choose options that are inconsistent with personal, family, or cultural values). (LL)

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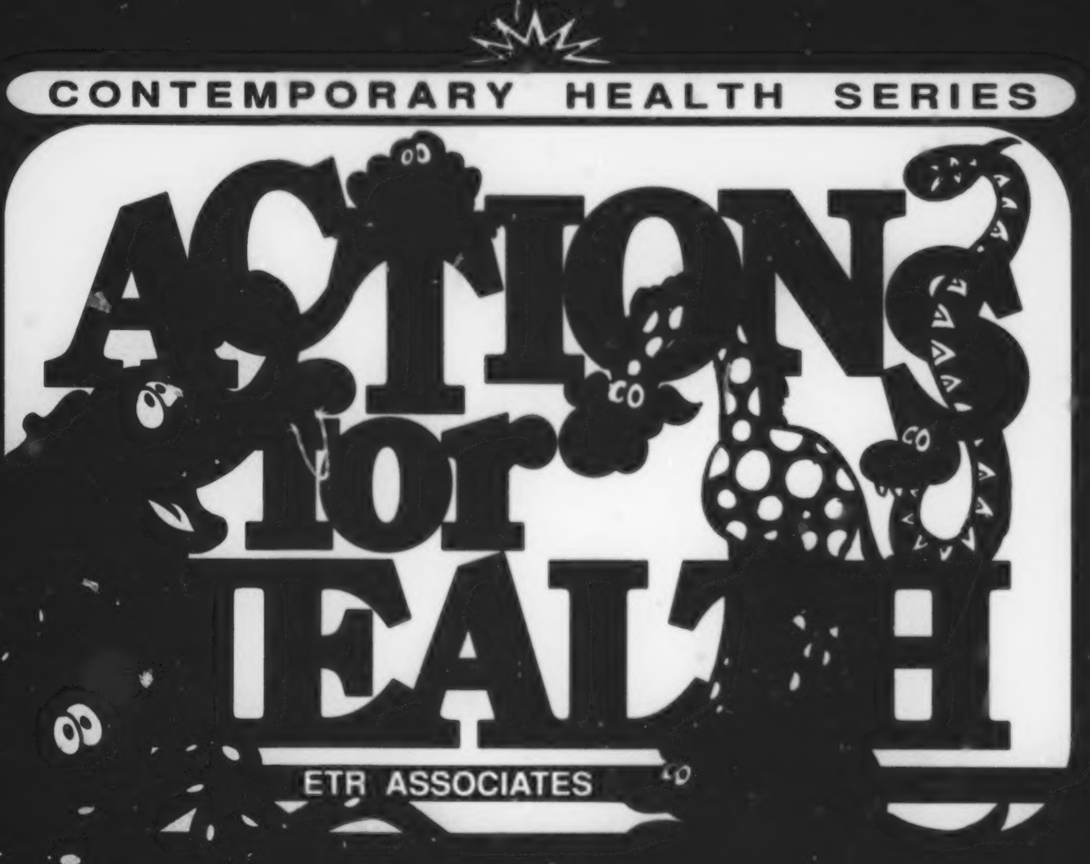

ACTIONS for HEALTH

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CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

4

ETR ASSOCIATES

Santa Cruz, California
1994

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality publishing, training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

Actions for Health is the elementary school component of ETR Associates' *Contemporary Health Series*, a K–12 comprehensive health education program.

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Published by ETR Associates
Printed in the United States of America
10 9 8 7 6 5 4 3 2 1
Title No. H041

This curriculum was made possible, in part, by a grant from the Walter S. Johnson Foundation. The opinions expressed in this curriculum are those of the publisher and do not necessarily reflect the opinions of the Walter S. Johnson Foundation.

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Acknowledgments

Actions for Health is the elementary component of ETR Associates' Contemporary Health Series. Together with *Into Adolescence* (for middle school students) and *Entering Adulthood* (for high school students), the series presents a comprehensive instructional program for health education in elementary through high school classes.

In many ways, the elementary program is the most critical part of the series. In addition to promoting cognitive development, elementary health education provides the foundation for building skills that promote healthy behavior and address health risks later in life. Self-esteem, decision making and other important skills that mark a healthy adult require time to develop and take hold. Education for important personal and social skills is essential at the elementary level.

Actions for Health is the result of the efforts of numerous educational advisors and consultants in addition to ETR staff. We wish to thank the administrators, curriculum specialists, teachers and health professionals who helped mold and refine this program. We also wish to acknowledge the students in classrooms across the country who participated in piloting this program. Their involvement was critical to the development of the final versions of each grade.

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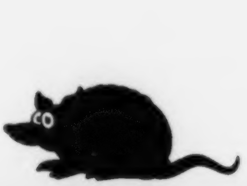
Series Editor



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Program Philosophy

Actions for Health was designed with the elementary educator's special needs in mind. Each grade level has been pilot-tested in classrooms around the United States to ensure that the curriculum is effective and easy to use.

This comprehensive curriculum for students in grades kindergarten through six addresses the scope of recommended health education content. This content includes personal health and hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, environmental and community health, and consumer health.

Each of these content areas is addressed at each grade level, but different topics are emphasized in different grades for balance and appropriateness. The developers of the Contemporary Health Series have chosen to group these content areas into six areas of emphasis.

Content Emphasis for the Contemporary Health Series

While the organization of the Contemporary Health Series represents a new way to look at health content, it correlates to specific health problems identified by the U.S. Centers for Disease Control (CDC) and to the ten basic health content areas. There is an emphasis, however, on important foundation elements needed to address health problems such as drug use and unintended pregnancy that begin to emerge in adolescence. A brief description of the six areas of emphasis follows:

- *Foundations for Health* addresses aspects of health education that are critical and important to the overall health of individuals. This area includes the topics of mental/emotional health, self-esteem, wellness, communication, stress management, relationships/friendships, responsibility, self-discipline, ethnic and cultural diversity, morals and values, refusal skills and decision making.

- *Personal Health and Nutrition* relates to the physical and personal aspects of health including consumer health and fitness.

- *Substance Use and Abuse* addresses education and prevention skills around the use of tobacco, alcohol and other drugs. This area emphasizes refusal skills and decision making.

- *Family Life and Sexuality* deals with the large range of content and skills related to families, relationships, growth and development, puberty, pregnancy, birth, sexual behavior, and sexuality and responsibility. This area also addresses the skills and information necessary to prevent the spread of sexually transmitted disease (including HIV/AIDS).

- *Injury Prevention* addresses the prevention of both intentional and unintentional injuries, including violence and suicide. This area focuses on encouraging behavior to reduce the risk of injury.

- *Health and Social Responsibility* addresses important social issues that are related to the health and welfare of others as well as self. These issues include acceptance of and respect for ethnic and cultural

differences, environmental concerns, community action, health care, and responsibilities related to the health of others.

While topics in each area of emphasis are addressed in each grade of *Actions for Health*, they are sequenced to be developmentally appropriate.

Personal and Social Skills

Recent research in prevention programs indicates that effective programs combine skill-building activities with information. *Actions for Health* addresses skill development with different skill themes emphasized at each grade level and reinforced across grades. Students use the health content identified for each grade to practice the particular skill for that grade level, although all skills are presented in all grade levels. This emphasis on skills development empowers children to make choices that contribute in a positive way to their health. This, in turn, enhances students' self-esteem.

The following list describes the skills emphasized at each grade level:

- *Grade K—Self-Esteem.* Although not a skill per se, self-esteem provides the foundation for *Actions for Health* and is therefore the focus of Grade K. As with the skills, self-esteem is reinforced in all the other grades.
- *Grade 1—Rewarding Healthy Behavior.* Feeling good about a behavior increases the likelihood that an individual will continue to practice the behavior. Students can be taught to reward themselves for their behavior. They can also learn to provide reinforcement for the healthy behavior of others. Teachers, parents and the community also play an important role in reinforcing and rewarding healthy behavior.
- *Grade 2—Communicating with Others.* Communication is an essential prevention skill. Effective communication skills enable students

to establish feelings of connectiveness, express feelings, communicate health needs and resist internal or external pressures to practice unhealthy behavior.

- *Grade 3—Making Decisions.* Students need to be able to identify decision points, clarify complex issues, gather information, evaluate the advantages and disadvantages of alternatives, and take action. Combined with health knowledge and the opportunity to make healthy choices, the ability to make decisions is a powerful skill.
- *Grade 4—Health Assertiveness.* Students need to be able to negotiate the right and the opportunities to practice healthy behavior. This skill involves resisting pressures to choose options that are inconsistent with personal, family or cultural values.
- *Grade 5—Managing Stress.* The ability to deal with stressful situations without jeopardizing one's health is an essential skill. Students need to be able to identify situations that cause stress and to minimize its potentially harmful effects.
- *Grade 6—Setting and Achieving Goals.* Students who can identify their needs, set goals and take action to achieve those goals are able to take charge of their lives and create their own opportunities to practice healthy behavior.

How to Use This Curriculum

This *Actions for Health* curriculum is designed to be both comprehensive and easy to use. Every effort has been made to make it easy for teachers to engage young imaginations directly in exploring health.

At each grade level, special features of the curriculum include emphasis on a particular skill for healthy behavior, a theme animal, student booklets that communicate health themes in fun-to-read stories, posters, a special event, and suggestions for involving families and community in the students' learning. All elements are designed to make learning about health interesting, personal and fun.

Grade 4 emphasizes health assertiveness skills across a wide range of health content. The theme animal for this grade level is Irma Armadillo. The student booklet *No, No, Annette* features the use of skills for saying no, an essential aspect of health assertiveness. The second student booklet, *The Day Mama Got Her Bonus,* depicts the use of negotiation skills to resolve conflict.

The curriculum incorporates a variety of instructional strategies designed to develop and maintain student interest and motivation. Some of the strategies are traditional, while others are more interactive, encouraging students to help each other learn.

Each grade in the curriculum has been designed to be taught in approximately 30 lessons, which would be about one health lesson a week throughout the school year. However, you may want to teach these lessons more often or group them in different ways to fit your specific needs. Some lessons do take more time than others to complete. In these cases, lessons can be broken up into two or more sessions; you will probably want to teach all sessions of such lessons in the same week.

Overview of Grade 4

The first unit of the Grade 4 curriculum, **Unit I: When to Say Yes, When to Say No,** offers eight lessons introducing some of the skills needed to be assertive about making healthy choices. Lessons deal with the importance of making healthy choices, decision making, choosing friends, resisting peer pressure and learning to say no without losing friends.

Unit II: Being Special and Staying Well includes nine lessons on personal health and nutrition. It introduces students to the systems of the body, emphasizing the importance of making healthy choices to care for the body and its systems.

The three lessons in **Unit III: Resisting Substance Use** help students understand the differences between medicines—drugs that help the body—and other drugs. The unit includes a lesson to help students use their assertiveness skills to say no to drug use.

Unit IV: Dealing with Family Life and Conflict begins with a lesson dealing with family goals. It includes lessons on conflict resolution and the use of negotiation skills. There are three lessons in this unit.

Unit V: Preventing Fire Injuries has three lessons that help students understand and protect themselves from fire dangers.

Unit VI: Health and Social Responsibility offers three lessons on pollution problems and the importance of caring for the environment. A fourth lesson encourages students to use the skills and knowledge they've gained to make smart consumer decisions about health.

Special Event

Each elementary curriculum grade level includes suggestions for a special event that focuses on or features the projects and the health information taught at that level. The suggested special event for Grade 4 is developed around the lessons in **Unit VI** on caring for the environment. The event, What We're Doing for Planet Earth, celebrates students' conservation and recycling efforts. Be sure to check the suggestions for this special event early in the year so you will have adequate time to plan for it.

We recommend that the special event be a schoolwide and community event. As with any of the suggested activities in this curriculum, feel free to adapt the special event to the needs of your students.

Lesson Elements

To increase your ease in using the curriculum, a simple, consistent design guides you through each lesson. The basic elements of the design are described in the following pages.

Objective

The objective for each lesson is clearly stated. It establishes the content to be addressed and identifies the behavior to be practiced. Some lessons have more than one objective, and each objective is clearly addressed in the suggested evaluation of the lesson.

Time

The time indicated for each lesson is an approximate measure, based on a 45- to 50-minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

Overview

The overview briefly discusses the concepts that will be dealt with in the lesson and describes the procedures involved.

Integration

For most lessons, we have suggested appropriate subjects for integration of the health curriculum. We encourage integration as a way to enhance learning.

Teacher Materials and Preparation

Each lesson includes a list of the materials and resources you need to complete the lesson. We have assumed that certain basic materials are always available, including chalkboard and chalk, or posterboard or chart paper and markers. We also assume that your students have pencils or pens to complete the worksheets, and paper on which to take notes. Other supplies you will need, such as art supplies, are indicated for each lesson.

Many teacher pages present information to students as a group. If you have an overhead projector available, these pages can be made into transparencies. You can also enlarge the pages to make posters to show the class or copy the information onto the board.

Procedure

The procedure provides a step-by-step guide to presentation of the lesson. Each lesson contains skills-based activities that provide students appropriate practice with both the content and the behavior indicated in the objective.

Evaluation

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The methods are listed following the procedure section of each lesson. Evaluative methods include analysis and comment on worksheets and other materials, as well as observation of individual responses.

It is impossible to measure objectively, quantitatively or qualitatively the development and maintenance of many health-related skills, and it is inappropriate to grade student work that is reflective of individual feelings, beliefs or behaviors. Therefore, the evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson.

Home/Family Involvement

Many lessons include suggestions for Home/Family Involvement. Family and community involvement is an important aspect of a comprehensive health curriculum. The health knowledge and skills students gain in the classroom need to be supported and reinforced at home and in the community.

Several lessons include letters about the curriculum to send home. You are also encouraged to invite family members and other volunteers to help you in the classroom as you teach these activities. The lively student booklets have been designed to be taken home and read with family members. We leave it up to individual teachers to choose whether the booklets are consumable. They certainly can be brought back to school for use in future years.

Follow-Up/Extension

Many lessons also include suggestions for Follow-Up/Extension activities. These activities can help you extend and enhance the lesson. You are encouraged to use these activities as appropriate for your class.

Suggested Resources

Some lessons contain suggestions for additional resources, which you can use to supplement the material provided. Some resources offer additional information for you, some suggest activities to enhance students' learning, and some offer information for parents and families. None of these resources are needed to complete the lessons. Feel free to make use of these suggestions as you see fit.

Teacher Responsibilities

Many aspects of a health curriculum deal with sensitive subjects that require a careful approach to teaching. As a teacher, you have a responsibility to follow district guidelines for instruction in sensitive subjects. We have carefully developed activities for appropriateness. However, it is not possible to meet the specific guidelines for all districts.

Additionally, be aware of the maturity level of your students and adjust lesson activities and content accordingly. Involve students' family members as appropriate.

Classroom atmosphere is critical when teaching sensitive topics. You are encouraged to establish classroom conditions and groundrules that contribute to feelings of security, autonomy, belonging, purpose and personal competence.

If possible, for discussions involving the whole class, seating should be arranged in a circle or horseshoe configuration so all students can see their classmates. Such arrangements encourage interaction and promote a more relaxed environment.

Groundrules

Groundrules help provide a comfortable, positive and secure classroom environment. You may choose to involve students in developing class groundrules. Some suggestions for groundrules include:

- Treat each other with respect and courtesy.
- Listen carefully to others.
- Allow others to speak without interruption.
- Be supportive of others. No put-downs allowed.
- No question is stupid or wrong.

Students should be assured from the beginning that they have the right to pass during any discussion or activity that involves personal opinions, feelings or experiences. ***Be sensitive to student feelings, and provide an element of privacy for personal assessments.***

Responding to Student Questions and Concerns

Questions about any aspect of health may be sensitive or difficult to answer. When students ask questions about sensitive issues, consider the following points:

- What is the student really asking?
- Why is the student asking the question?
- What does the student already know?
- How much information does the student need?

If students begin to disclose information about personal or family problems during class discussion, tell them that you would like to discuss the situation privately. Be sure to arrange to talk privately with such students. The following guidelines can help you respond to students' personal concerns:

- Listen carefully; ask questions only to clarify information.
- Praise the child for telling someone about her or his concern.
- Validate the child's perceptions.
- Reassure the child that it is not his or her fault.
- Encourage the child to talk to parents or appropriate family members about the concern.
- Encourage the child to take good care of herself or himself—to eat healthy food, get enough rest, spend time with friends, work hard in school.
- ***Follow district policy and state laws regarding reporting the disclosure to appropriate authorities.***

You may also want to contact parents or other family members to let them know of the child's concerns.

UNIT I

When to Say Yes, When to Say No

LESSON

1

Paths to Healthy Choices

Objective

Students will be able to list behaviors that contribute to the three aspects of health—physical, mental/emotional, and social.

Time

One or two class periods.

Overview

The first lesson in **Unit I: When to Say Yes, When to Say No** begins with a discussion of health and wellness. After the discussion, students complete a worksheet on the three components of health—physical, mental/emotional, and social. They then play a game that illustrates some health choices. They also make a health folder in which to keep the work they do on health this year.

Integration

Art, language arts, math.

Teacher Materials and Preparation

HAVE:
- ✓ Dice, one die for each group of four students.
- ✓ Gameboard markers (pennies, small chips, etc.), one marker for each student.
- ✓ Construction paper, one 11" x 17" piece for each student (to make health folders).
- ✓ Glue or staples for students.
- ✓ Art supplies (crayons or markers) for students.

COPY:
- ✓ **Circles of Health** worksheet, one for each student.
- ✓ **Health Choices Path** worksheet, one for each student and an additional copy for each group of four students.
- ✓ **My Healthy Choices** worksheet, one for each student.

MAKE:
- ✓ Transparency or poster of **Circles of Health** worksheet.
- ✓ Transparency or poster of **Health Control**, or copy the position statements onto the board.

PREPARE:
- ✓ Enlarge, then laminate or glue onto heavier paper enough copies of the **Health Choices Path** worksheet to make a classroom set of gameboards (optional).

Procedure

■ Introduce this unit by writing the word HEALTH on the board. Ask students to define the word *health* or to describe someone who is healthy. List student responses on the board. Answers may include:

- doesn't have a cold
- feels good
- a good athlete
- doesn't have a runny nose
- gets enough rest
- clear skin

Explain that health has many aspects. The absence of illness is just one aspect of health. Have students identify which of the words and phrases listed on the board describe the "absence of illness." (Phrases with a negative word such as "doesn't have a runny nose," generally fall into the "absence of illness" group.)

Tell students that health is more than just the absence of illness. We can think of good health as levels of wellness. As we learn more about health and practice making healthy decisions, we move to higher and higher levels of wellness. Ask students which of the listed words and phrases refer to levels of wellness.

Explain that in the year ahead, the class will be learning more about health from both points of view—how to avoid illness and how to move to higher levels of wellness.

■ Distribute the **Circles of Health** worksheet, and show students the **Circles of Health** transparency or poster. Tell students that they will be learning about three areas of health this year—physical health, mental and emotional health, and social health. Tell students that the three circles on the worksheet represent these three areas of health.

Have students fill in the worksheet as you discuss each area.

Write the words PHYSICAL HEALTH on the transparency or poster. Tell students to write them on the lines near the circles on the worksheet.

Ask students what the term *physical health* means (the health of your body—muscles, organs, heart, etc.).

Write the words MENTAL AND EMOTIONAL HEALTH next to another circle of the diagram, and tell students to do the same on the worksheet. Ask students what *mental and emotional health* means (feeling, behaving and thinking clearly; being positive; feeling good about yourself; making good choices).

Near the last circle, write the words SOCIAL HEALTH, and tell students to do the same. Ask what *social health* might include (getting along with others, having friends, knowing how to be a friend).

Tell students to print their names in the box in the middle of the page where the three circles intersect. Tell students that the name there shows that they need to be healthy in all three areas of health—physical, mental/emotional and social—in order to reach a high level of wellness.

Distribute art supplies and tell students to draw a picture or symbol in each circle to represent each of the three areas of health. If students have difficulty generating ideas for symbols, brainstorm ideas with the class.

When students have finished the symbols, ask them to share one of their symbols with the class. Remind students that they do not have to share if they choose not to. Also remind them of the importance of respecting each other's work.

Note: You may want to review or establish class groundrules before this lesson. See How to Use This Curriculum for some suggested groundrules.

■ Show students the **Health Control** transparency or poster or point out the statements you've written on the board. Tell students that these two statements express different views about the amount of control we have over our health. Read each position to the class. Then ask students to vote on which statement they most agree with.

Ask students which of these positions allows us to do something positive (Position 1). Which of these positions can be frightening? (Position 2)

Discuss why Position 2 is frightening. Point out that when we take this position, we're putting all of our attention on avoiding something bad. Tell students that many illnesses are spread by germs too small for us to see, so we may not even know we're being exposed to an illness. Help students understand that Position 1 lets us feel that we're in charge.

Ask students who would probably do better on a math quiz—a person who spends half an hour a day working on improving math skills, or someone who spends an hour a day worrying about passing the next math quiz. Help students generalize that a person who works on math skills would probably do better than someone who just worries about math.

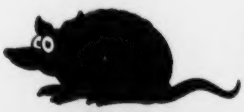
Ask students who is likely to reach a higher level of wellness—the person who focuses on making healthy choices or the one who focuses on trying to avoid illness. Help students understand that making healthy choices is more likely to lead to higher levels of wellness than merely trying to avoid illness.

Tell students that this year's health curriculum is about learning how to make healthy choices.

■ Divide the class into groups of four. Distribute one copy of the **Health Choices Path** worksheet (or the gameboards you prepared), a die and markers to each group. Tell students that the **Health Choices Path** is a gameboard. The purpose of this game is to see how many points each team can earn.

Explain that you earn points by landing on signs that represent good health choices. You lose points on signs that represent poor health choices. The roll of the die determines how many spaces each person moves. Tell groups to keep only a team score. *Note:* You may want to review the number line concept and positive and negative integers to help students figure scores.

Let students play the health choices game. Depending on how long it takes to move through the board, groups may play the game more than once. Tell them to keep a separate score for each time. Ask groups to report their team scores.



Point out that in the game, students had no control over their choices—the roll of the die determined whether they landed on a healthy or unhealthy choice. Tell students that each of the points on the path indicates a choice we *can* make in real life. We can improve our health score in life by making healthy choices.

Point out Irma Armadillo on the gameboard. Tell students that Irma will be helping them learn more about some important health choices throughout the year. They'll be learning more about her in the next class.

- Give each student a copy of the **Health Choices Path** worksheet. Distribute construction paper and glue or staplers. Tell students to fold the construction paper in half.

Tell students this will be their health folder. They can keep the work they do on health this year in the folder. Allow students to color and decorate the folder in class or as homework. Have students put today's worksheets in the folder.

- Distribute the **My Healthy Choices** worksheet. Tell students to write down one behavior that would contribute to each aspect of health—physical, mental/emotional, social—in the appropriate circle. Tell students they may use examples from the **Health Choices Path** worksheet.

Evaluation

Assess students' responses on the **My Healthy Choices** worksheet for their ability to list healthy behaviors.

Home/Family Involvement

Encourage students to take their health folders home to share the **Health Choices Path** with their families. Suggest that they play the game with family members. Remind students to return the health folder to school so they can keep their work in it.

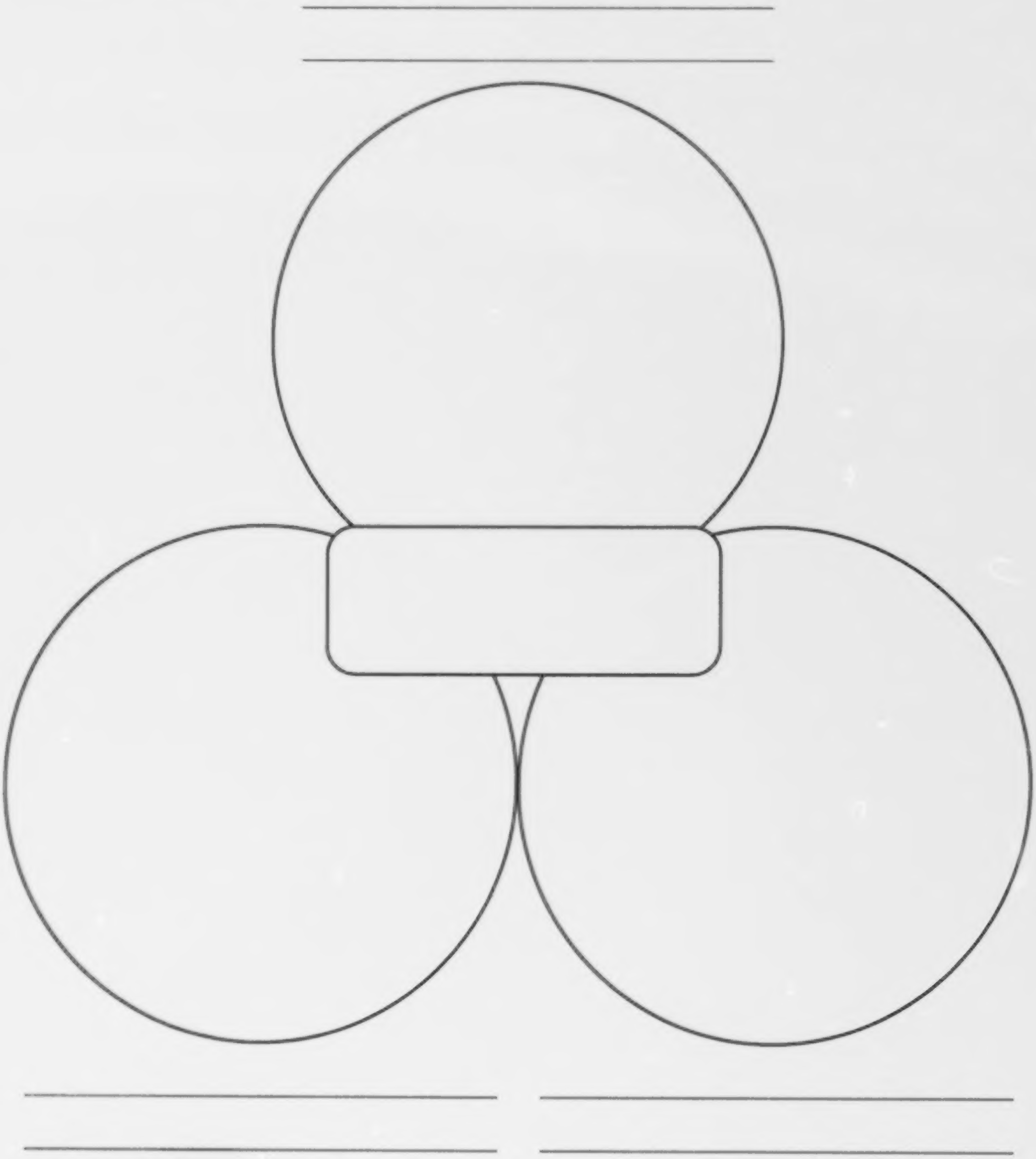
Follow-Up Extension

Have students look up synonyms for health and wellness in a dictionary or thesaurus.

Name ______________________________________

Circles of Health

Directions: Label each circle as your teacher tells you to. Print your name in the box where the three circles meet. Then draw a symbol in each circle to represent each area of health.



Health Control

Position 1

You have some control over your health.

The most important thing you can do to keep yourself healthy is to make good choices about healthy behaviors.

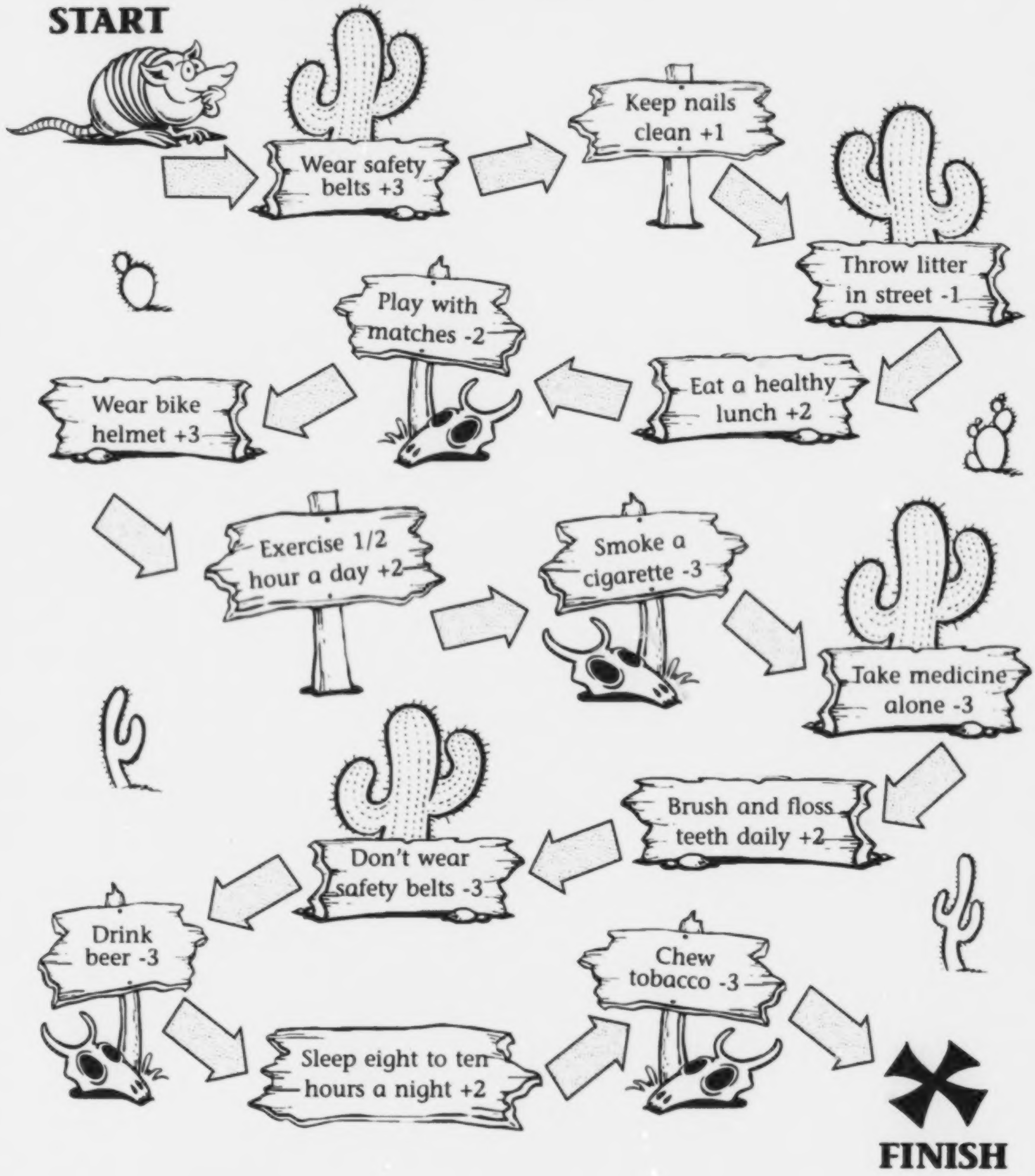
Position 2

You have no control over your health.

The most important thing you can do to keep yourself healthy is to try to avoid getting any diseases.

Name ______________________________

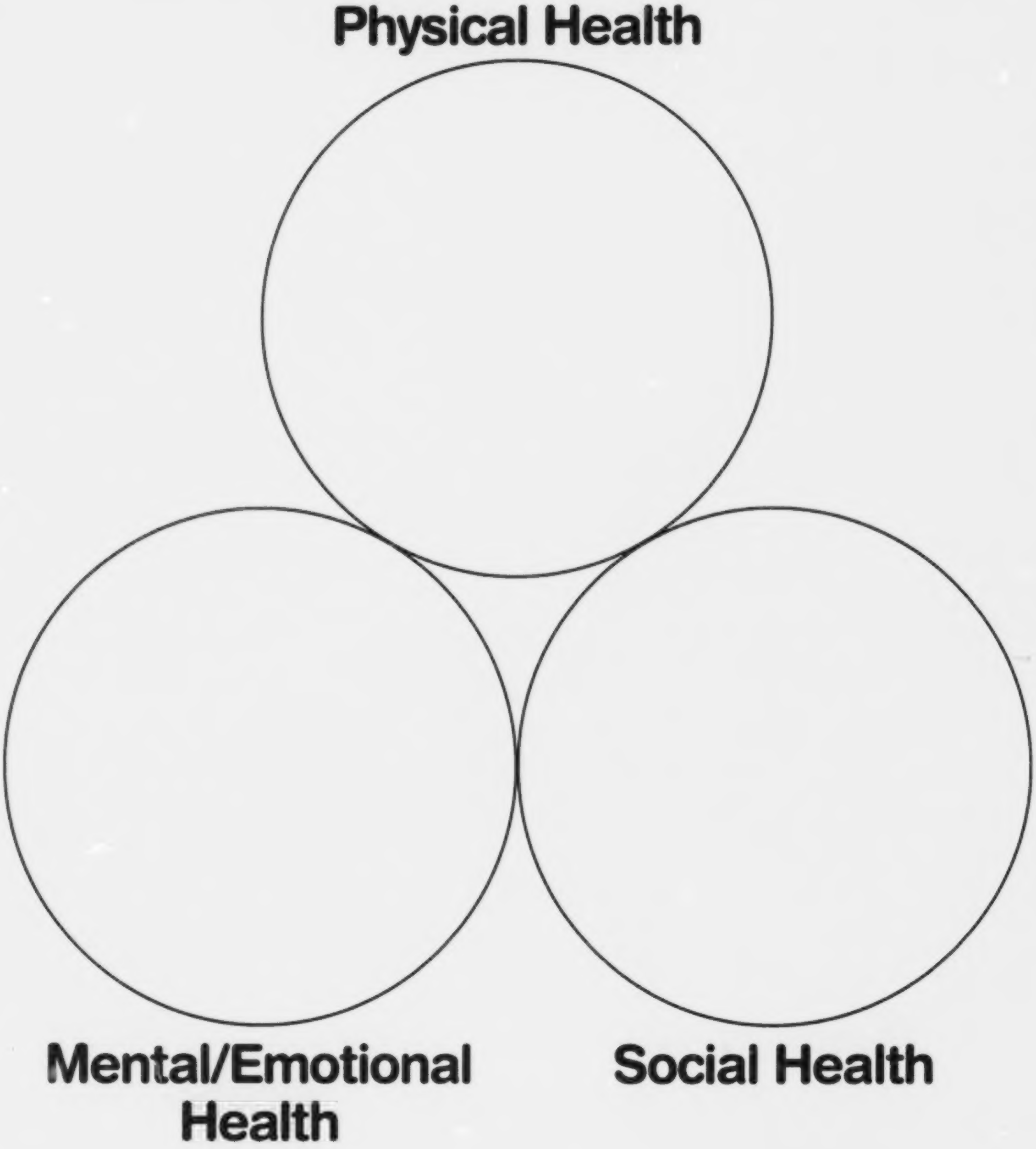
Health Choices Path


START
Wear safety belts +3
Keep nails clean +1
Throw litter in street -1
Eat a healthy lunch +2
Play with matches -2
Wear bike helmet +3
Exercise 1/2 hour a day +2
Smoke a cigarette -3
Take medicine alone -3
Brush and floss teeth daily +2
Don't wear safety belts -3
Drink beer -3
Sleep eight to ten hours a night +2
Chew tobacco -3
FINISH

Name ____

My Healthy Choices

Directions: Inside each of the circles, write one behavior that would contribute to that aspect of health.


Physical Health
Mental/Emotional Health
Social Health

LESSON

2

Being Special

Objective

Students will be able to explain ways to enhance self-esteem.

Time

One class period.

Overview

Enhancing self-esteem helps students make healthy choices. Activities in this lesson encourage students to examine their feelings about themselves.

To begin the lesson, students read and discuss an interview with Irma Armadillo, the theme animal for this curriculum. Students then interview each other. They look at and discuss a poster that emphasizes the theme of liking yourself.

Note: An interview with the fantasy character Irma Armadillo helps students understand the interview process in a nonthreatening way. If this technique is inappropriate for your students, create your own example of an interview, using a copy of the **Interview a Friend** worksheet. Consider an example using someone of a different ethnic or cultural background than your students, e.g., an Eskimo child, a child from another country.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:
✓ **Liking Yourself**, an *Actions for Health* poster. (See example on teacher page.)

COPY:
✓ **Interview a Friend** worksheet, one for each student.
✓ **It's Important to Like Myself** worksheet, one for each student.

MAKE:
✓ Transparency or poster of **An Interview with Irma**.

Procedure

■ Show students the transparency or poster of **An Interview with Irma**. Tell students that this is an interview with Irma Armadillo, who is going to help them learn more about health this year. Have the class read the interview.

Discuss the interview. Tell students they are going to have a chance to answer the same questions. Ask them if the questions are easy or hard to answer. Which are easy? Which are harder?

Suggest that Irma might have described herself as ugly, boring and selfish, but she didn't. How did she describe herself? (Thick-skinned, tender-hearted and funny.)

What did Irma say was the most important thing she's learned in life? (It's important to like yourself.) Ask students if they think Irma likes herself. Do they think that's important? Why?

Emphasize that all people have some special qualities they can be proud of. Explain that everyone has strengths and weaknesses. Our strengths give us reasons to feel good about ourselves—to like ourselves.

Add that it's important to like ourselves. If you like yourself, you're more likely to take care of your health. And when you like yourself, you may find it easier to be friendly to others.

Tell students that today they're going to get a chance to learn more about their strengths. And they're going to get to know another classmate while doing so.

■ Have students choose a partner or pair them up yourself. Distribute the **Interview a Friend** worksheet. Tell students to interview each other by asking each other the questions on the worksheet.

When students complete their interviews, have students introduce their partners to the class. Tell students to be sure to mention one of their partner's special qualities.

■ Show students the **Liking Yourself** poster. Ask students for examples of each point as you lead a discussion of the poster.

Explain that to think positively means saying "I can" and "I will." Thinking positively helps us get jobs done and do things that might be hard for us.

Ask students what their work is (probably schoolwork and chores). Point out that taking care of our work, our responsibilities, helps us feel good about ourselves. When we finish our work, we can tell ourselves, "I'm smart. I get things done. I can learn new things."

Explain that making decisions is another way we can feel good about ourselves. Emphasize that we feel better when we make decisions that are good for our health. *Note:* Decision making was emphasized in Grade 3 of *Actions for Health*. The skill is reviewed in Lesson 3 of this curriculum.

Tell students they need to set realistic goals and make plans to achieve them. Add that part of growing up is learning to set your own goals—not just things your parents or teachers want you to do but things *you* want to do. People feel good about themselves when they achieve a goal.

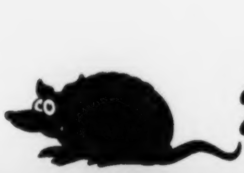
Tell students that goals can be very different for different people. One person's goal might be to ride a bicycle to the library; another's goal might be to read a certain book; a third person's goal might be to learn to play a song.

Explain that it's important to pick a goal that is something you can accomplish. Then you can plan how you're going to get to that goal. *Note:* Be sensitive to the life situations and possible goals of your students, and tailor this discussion to fit their circumstances.

Encourage students to express feelings and tell people what they like and don't like. Add that saying what's on your mind is important, too, especially if someone is doing something that you don't like.

Tell students that it's OK if everyone doesn't like you all the time. The only one who has to like you all the time is *you!* Ask students if it's possible to please everyone all the time.

Explain that it's important to be honest with yourself, to do things you like and know are right. Then you'll like yourself, even if not everyone else likes you.



Ask students to think about the points they've just discussed. Distribute the **It's Important to Like Myself** worksheet. Have students choose two or three points from the poster they think are most important. Tell students to write one or two sentences to explain why each point they chose is important. Ask students to put this worksheet into their health folders.

Evaluation

Assess students' responses in class discussion and written work for their ability to identify ways to enhance self-esteem.

Follow-Up/Extension

Have students write (or draw pictures to illustrate) the three words that best describe themselves from the **Interview a Friend** worksheet. Post students' work on a bulletin board.

Have students write short essays about the qualities of their best friends. What makes this person a good friend?

Suggested Resources

Feeling Great! Santa Cruz, CA: ETR Associates. This pamphlet for nine to eleven year olds offers a simple discussion of self-esteem, along with examples of high and low self-esteem.

Our Children's Self-Esteem: Thoughts for Parents and Teachers. Santa Cruz, CA: ETR Associates. This pamphlet for adults addresses the importance of developing a healthy sense of identify in youth.

Positively Different: Creating a Bias-Free Environment for Young Children. A. C. Matiella. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers offers practical suggestions to help children recognize, respect and celebrate diversity.

TEACHER

An Interview with Irma

Name: *Irma Armadillo*

Birthday: *April 22*

What are you better at than anyone else you know? *catching insects*

What is your best subject in school? *health*

What do you want to do when you grow up? *teach health to other armadillos*

What do you do that makes your family proud of you? *catch more insects than anyone in my family*

What makes you proud of yourself? *figuring out the answer to a tough math problem*

What new thing would you like to learn? *how to ride a bike*

What's the most important thing you've learned about life? *It's important to like yourself.*

What are three words that describe you? *thick-skinned, tender-hearted, funny*

Name ____

Interview a Friend

Directions: Fill in the blanks with information you learn from your partner.

Name: ____

Birthday: ____

What are you better at than anyone else you know? ____________________

____

What is your best subject in school? ____________________

What do you want to do when you grow up? ____________________

____

What do you do that makes your family proud of you? ____________________

____

What makes you proud of yourself? ____________________

____

What new thing would you like to learn? ____________________

What's the most important thing you've learned about life? ____________________

____

What are three words that describe you? ____________________

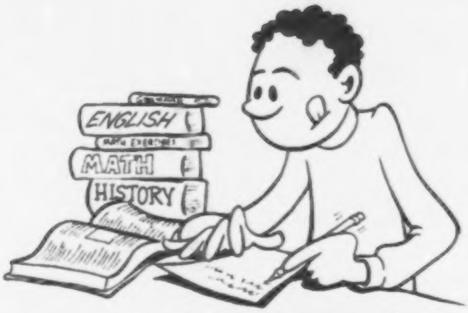
____

TEACHER

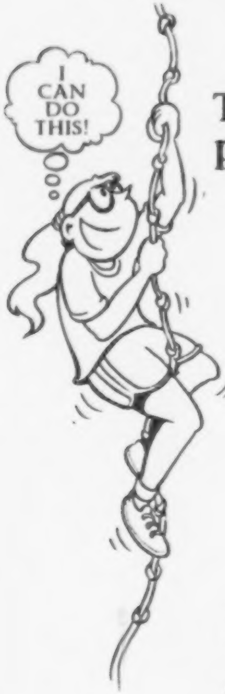
Liking Yourself

An Actions for Health *Poster*

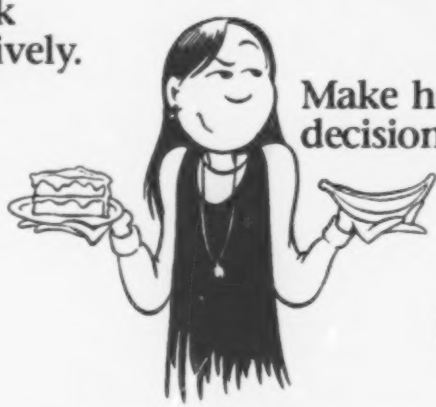
Liking Yourself


ENGLISH
MATH
HISTORY

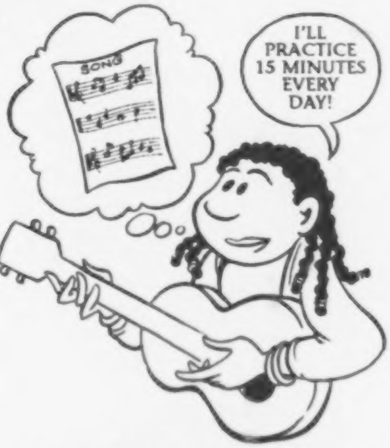
Do your work.


I CAN DO THIS!

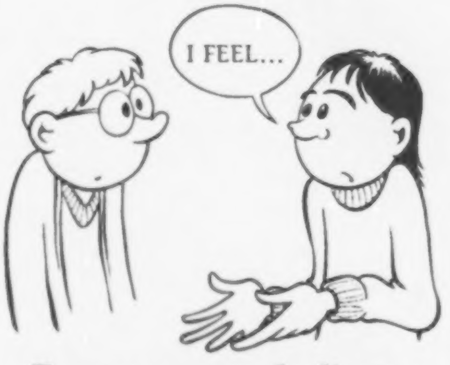
Think positively.



Make healthy decisions.


SONG
I'LL PRACTICE 15 MINUTES EVERY DAY!

Set goals and plan to achieve them.



Express your feelings.

The only one who has to like you all the time is you!

Name ______________________________

It's Important to Like Myself

Ways to like myself:

1. ______________________________

2. ______________________________

3. ______________________________

Why it is important:

1. ______________________________
____
____
____

2. ______________________________
____
____
____

3. ______________________________
____
____
____

"I CAN DO THIS!"

LESSON

3

Making Winning Decisions

Objective

Students will be able to use specific criteria to evaluate decisions about health and safety.

Time

One class period.

Overview

At this age, children are beginning to make more decisions. Many of these decisions will affect their health.

This lesson begins with a discussion of how things change as students grow up, including the ability to make decisions. Students are given a decision-making model (introduced in Grade 3 of *Actions for Health*) and use the steps in the model to analyze some decisions.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:
✓ Photographs or pictures of a newborn baby and a child about four years old.
✓ Writing paper for students.

COPY:
✓ **Making Decisions** worksheet, one for each student.
✓ **Winning Decisions?** worksheet, one for each student.

MAKE:
✓ Transparency or poster of **Decision Steps**.
✓ Transparency or poster of **Good Decision Checklist**.

Procedure

■ Ask students what happens as they grow up. Responses may include:
- They get taller and heavier.
- Hands and feet get bigger.
- They learn new things.
- They can solve harder problems.
- They get more responsibilities and earn new privileges.

Explain to students that as we grow up we also make more decisions. Show students a picture of a newborn baby. Ask students what types of decisions newborn babies make (whether to eat a food that's served, whether to chew on something).

Show students a picture of a four-year-old child. Ask them to think about the decisions that four year olds make (what shirt to wear, how much food to eat, what toy to play with, what crayon to color with). Then ask students to brainstorm types of decisions that children their age make.

■ Show students the **Decision Steps** transparency or poster. Ask students how many decisions they make each day. Tell them that most students their age make many decisions each day (what to eat, what to wear, what to do at recess).

Explain that there are five steps to making a decision. Review and discuss the five decision steps. Distribute writing paper, and tell students to copy the steps as you discuss them. Tell students to keep this page in their health folders.

■ Distribute the **Making Decisions** worksheet. Tell students to use the first four decision steps you've just discussed to analyze the two decisions on the worksheet.

■ Show students the **Good Decision Checklist** transparency or poster. Tell students that these four simple questions can help them complete the fifth decision step. The guidelines can help them determine which decisions are better than others.

Read the four points on the checklist to students. Distribute writing paper. Tell students to copy the checklist to keep in their health folders.

Tell students to look at the decisions they made on the **Making Decisions** worksheet. Discuss whether their decisions met the four guidelines on the checklist. Emphasize that if the guidelines indicate they could have made a better decision, they can change their decision and make a new one.

- Distribute the **Winning Decisions?** worksheet. Divide the class into small groups. Tell students to evaluate these decisions using the guidelines on the **Good Decision Checklist**. Lead a class discussion of the groups' work.

Evaluation

Tell students to rewrite the endings of the two stories on the **Winning Decisions?** worksheet so the decisions meet the four guidelines on the **Good Decision Checklist.** Assess students' responses for their ability to evaluate decisions.

Follow-Up/Extension

Ask students if they ever find themselves at home, totally bored, with nothing to do. Ask students to think about what they could do in that situation. Challenge them to list ten things they would enjoy doing at home.

Read the following poem to your students:

> Oatmeal or corn flakes?
> White bread or wheat?
> I even make decisions
> About what I eat!

Have students write their own *I Even Make Decisions* poems using one of the following lines to end the poem:

- About what I eat!
- About what I wear!
- About games I play!
- About places I go!
- About things I do!
- About books I read!

Decision Steps

1. Identify the decision.
2. Consider the choices.
3. Think about the consequences of each choice.
4. Make the decision.
5. Evaluate the decision.

Name ____

Making Decisions

Directions: Use the first four decision steps to analyze each of these decisions. Write your answers to the questions.

Janet's Decision

Janet just got home from school, and she is very hungry. Her mom has left her a note. The note says, "You can have a small apple or four peanut-butter crackers for a snack." But Janet knows that there's a bag of cookies in the cabinet.

What decision does Janet have to make? ____________________

What are her choices? ____________________

What are the consequences of each choice? ____________________

____

What do you think is the best decision for Janet? ____________________

____

Manny's Decision

Manny's friends want to play in an abandoned building. They have invited Manny to play with them. Manny thinks the building may be dangerous. A friend says, "Don't worry. My cousin played there yesterday and he's OK."

What decision does Manny have to make? ____________________

What are his choices? ____________________

What are the consequences of each choice? ____________________

____

What do you think is the best decision for Manny? ____________________

____

TEACHER

Good Decision Checklist

1. Is my decision a safe one?
2. Does my decision help me become healthy or stay healthy?
3. Is my decision based on good information from people I can trust?
4. Does my decision follow my family's guidelines?

Name ____

Winning Decisions?

Rondel's Decision

Rondel's parents insist that he get ten hours of sleep each night. Tonight he sees that there's a great movie on TV at midnight. Rondel decides to set his alarm for midnight and get up and watch the movie, even though tomorrow is a school day.

	YES	NO
Is Rondel's decision a safe one?	☐	☐
Does Rondel's decision help him become healthy or stay healthy?	☐	☐
Does Rondel's information come from people he can trust?	☐	☐
Does Rondel's decision follow his family's guidelines?	☐	☐

What do you think Rondel should do? ______________________________

____

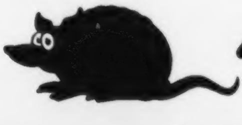
LaToya's Decision

LaToya's parents have told her never to take medicine unless they give it to her. LaToya's stomach started hurting while she was at school. She told a friend. Her friend gave her a little red pill and said, "Take this pill. It's great. It even helps me when my feet hurt." LaToya decided to take the medicine.

	YES	NO
Is LaToya's decision a safe one?	☐	☐
Does LaToya's decision help her become healthy or stay healthy?	☐	☐
Does LaToya's information come from people she can trust?	☐	☐
Does LaToya's decision follow her family's guidelines?	☐	☐

What do you think LaToya should do? ______________________________

____



LESSON

4

Who's Running This Show?

Objective

Students will be able to identify influences on their decisions.

Time

One class period.

Overview

Children experience a variety of influences on their decisions, including family, friends, the media and even strangers. This lesson encourages students to look at some of the influences on their decisions. Becoming aware of these influences can help students resist pressures to make unhealthy choices.

After a review of the decision-making model, students discuss what it means to influence someone. They brainstorm a list of people and things that influence them, including advertisements. They then participate in roleplays that demonstrate some ways people influence others. To complete the lesson, students illustrate some of the influences on their decisions.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:

✓ Transparency or poster of **Decision Steps,** from Lesson 3.
✓ Transparency or poster of **Good Decision Checklist,** from Lesson 3.
✓ Copies of advertisements that might appeal to your students.

COPY:

✓ **Decision Ship** worksheet, one for each student.

PREPARE:

✓ **What Should I Do? Name Tags.**
✓ **What Should I Do? Scripts.**
✓ **What Should I Buy? Name Tags.**
✓ **What Should I Buy? Scripts.**
✓ Select ten students to participate in the **What Should I Do?** and **What Should I Buy? Roleplays.**

REVIEW:

✓ **What Should I Do? Roleplay *Directions*.**
✓ **What Should I Buy? Roleplay *Directions*.**

Procedure

- Show students the transparencies or posters of the five **Decision Steps** and the **Good Decision Checklist** from Lesson 3. Ask students if they can think of any additional guidelines to add to the **Good Decision Checklist**. Discuss and add any appropriate suggestions. Tell students to add these suggestions to their copies of the checklist, too.

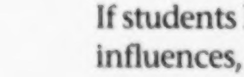
- Ask students what it means to influence someone. Help students understand that to influence means to affect how someone thinks, to change someone's mind, or to sway someone's opinion.

Ask students what it would mean to be an influence on someone. Explain that it may mean being a person who gets others to change their minds or act a certain way.

Have students brainstorm a list of people and things that influence them. The list might include teachers, parents, other relatives, doctors, nurses, dentists, social workers, police officers, principals, brothers, sisters, friends, coaches, neighbors, the president and other political figures, TV stars and other celebrities. Go through the list and ask students for examples of how these people might influence them.

If students haven't included the media and/or advertising on the list of influences, add them. Ask students to think about how television, radio, newspapers and magazines might influence us. Point out that the media influence our opinions about certain people or events.

- Show students some advertisements for products they like. Ask students how advertisements influence our opinions or affect what we do. Help students understand that advertisements may persuade us to buy certain products or may influence us to think that one product is better than another.



■ Have the volunteers you've prepared present the **What Should I Do? Roleplay**. Tell the class that the roleplay illustrates what happens when someone listens to too many influences at the same time.

After the presentation, ask the class what they noticed happening. Responses may include the following:

- It got confusing.
- You couldn't hear anyone clearly.
- It was hard to tell what people were saying.
- It gave me a headache.

Ask the class if any of the influences had the best answer for the Student. Help students generalize that when too many sources try to influence you, you can get confused. Having too many ideas can make it harder to make a decision. Ask students to share any similar experiences they may have had.

■ Have the second group present the **What Should I Buy? Roleplay**. Tell the class this roleplay shows how decisions can be affected by the timing and closeness of influences.

After the presentation, discuss it with the class. Consider questions such as the following:

- When the Student started out, what was she or he going to spend the money on?
- Did the Student stick with that decision or change it?
- Who seemed to have the most influence on the Student's decision? Why?

The person with the most influence on this Student's decision may vary. The Clerk is likely to have the most influence because of his or her proximity to the point where the Student decides what to buy. But for some students, a parent, teacher, friend or even their own opinions might hold more power.

Explain that many people would be most influenced by the Clerk in the store because the Clerk was with the Student at the time she or he actually decided what to buy and the Clerk's opinion was the last one

the Student heard. Ask students which opinion would be most likely to influence them.

- Tell students that right now parents and teachers often make many of their decisions. But point out that they're making more decisions now than they did when they were five or six years old. Add that as they get older, they'll be making more and more decisions on their own.

Explain that sometimes when we make decisions, it's good to hear other people's ideas. However, we can't put the same importance on everyone's opinions. Emphasize that we have to make our own decisions when the time is right. We shouldn't let other people make our decisions for us.

- Distribute the **Decision Ship** worksheet. Tell students that when you sail a ship and when you make a decision, you're choosing which way you want to go. Tell students to complete the unfinished sentence at the top of the page by writing in an actual decision they have made or will make.

Note: If students need more structure, you may want to use a time-frame, e.g., last summer, during vacation or last Saturday.

Then tell students to draw themselves steering the ship and to give the ship a name. Tell them to think of three influences that might affect the decision they wrote on the page. Tell them to draw and label one of these influences in each of the three sails.

Evaluation

Assess students' work on the **Decision Ship** worksheet for their ability to identify influences on their decisions.

Follow-Up/Extension

Just as other people influence each of us, we influence other people. Discuss with students whom they influence and how they influence these people.

Discuss with students different factors that affect how much we let others influence us—age, intelligence, size. (We're less likely to disagree with someone who's bigger.) Remind students of the **Good Decision Checklist**. Ask how they can decide if an influence is a good source of information that can be trusted.

What Should I Do? Roleplay

Directions

Preparation

- ✓ Make name tags and script cards.
- ✓ Choose five volunteers to play the roles of Student, Parent, Teacher, Brother or Sister and Television.
- ✓ Give each volunteer the appropriate name tag and script.
- ✓ Instruct the volunteers playing the roles of Parent, Teacher, Brother or Sister and Television to read their scripts to the Student when you give them the cue to start. Tell them all to read at the same time and to continue reading their script over and over until you tell them to stop.
- ✓ Instruct the volunteer playing the Student to try to listen to all of the other characters at the same time.

Introduction

Introduce the character of the Student to the class. Tell them this Student doesn't have any homework to do tonight. So she or he is deciding what to do. She or he has an idea about what to do, but other influences have ideas, too.

Introduce the other four characters, Parent, Teacher, Brother or Sister and Television. Tell the class these are the influences trying to affect the Student's decision. Tell the class to watch what happens when the Student listens to too many influences at the same time.

Presentation

Have the four influences form a semicircle around the Student. Tell them to begin reading their scripts. Let them continue for about 30 seconds. Then call for a stop.

Ask the Student to read her or his script card, saying what she or he wanted to do that night.

What Should I Do? Name Tags

Directions: Cut apart the name tags to identify the characters.

Student	**Parent**
Teacher	**Brother**
Sister	**Television**

TEACHER

What Should I Do? Scripts

Directions: Cut apart the scripts and place each script on a separate card to be distributed to roleplay characters.

Student
I want to paint a picture tonight.

Teacher
It's a good time to get started on your report on Africa. It's due next month.

Parent
I'd really like you to help me clean the hall closet or to clean up your room.

Brother/Sister
You never play with me.
Let's play checkers or cards.

Television
You don't want to miss the newest "Made for TV" movie. It starts tonight, and it'll keep you on the edge of your seat!

What Should I Buy? Roleplay

Directions

Preparation

- ✓ Make name tags and script cards.
- ✓ Choose five volunteers to play the roles of Student, Parent, Teacher, Friend and Clerk.
- ✓ Give each volunteer the appropriate name tag and script.
- ✓ Place the volunteers in different parts of the room. Explain that in this roleplay everyone will speak their lines only once and by themselves. Tell them you'll let them know when they are to speak.
- ✓ Explain to the Clerk that his or her job is to persuade the Student to buy the gadget. So the Clerk should really try to influence the Student.
- ✓ Review the Narrator's Script.

Introduction

Introduce the character of the Student to the class. Tell them this Student has just won $5 in a contest at school. He or she is deciding what to do with the money.

Introduce the other four characters, Parent, Teacher, Friend and Clerk. Tell the class these are the influences trying to affect the Student's decision. Tell the class to listen to each influence and decide who has the most effect on the Student's decision.

Presentation

Have the Teacher, Parent, Friend and Clerk stationed in different parts of the room. Read the part of the Narrator from the following script.

What Should I Buy? Roleplay Directions (continued)

Narrator's Script

Narrator: You've just won five dollars in a school contest and you're trying to decide how to spend it. What's your first idea?

Student reads script card.

Narrator: Why don't you ask your teacher what you should use your money on?

Student moves to Teacher and asks that question. Teacher reads his or her script.

Narrator: Now ask your Parent for a suggestion.

Student moves to Parent and asks. Parent reads his or her script.

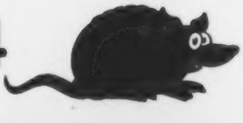
Narrator: On your way to the store, you meet a friend. And, of course, your friend has a suggestion on how to spend the money.

Student moves to Friend and asks for a suggestion. Friend reads his or her script.

Narrator: Then you finally arrive at the store. There you meet a clerk and explain that you are trying to decide what to buy.

Student moves to the Clerk and explains. Clerk reads his or her script.

Narrator: What have you decided to buy with your money? Why?



TEACHER

What Should I Buy? Name Tags

Directions: Cut apart the name tags to identify the characters.

Student

Parent

Teacher

Friend

Clerk

What Should I Buy? Scripts

Directions: Cut apart the scripts and place each script on a separate card to be distributed to roleplay characters.

Student
I think I'll buy my grandmother a birthday present.

Parent
Put half of your money in your piggy bank. Then go ahead and spend the other half on something you want—maybe a toy.

Teacher
Buy yourself a good book.

Friend
Why don't you spend all the money on candy and share it with me?

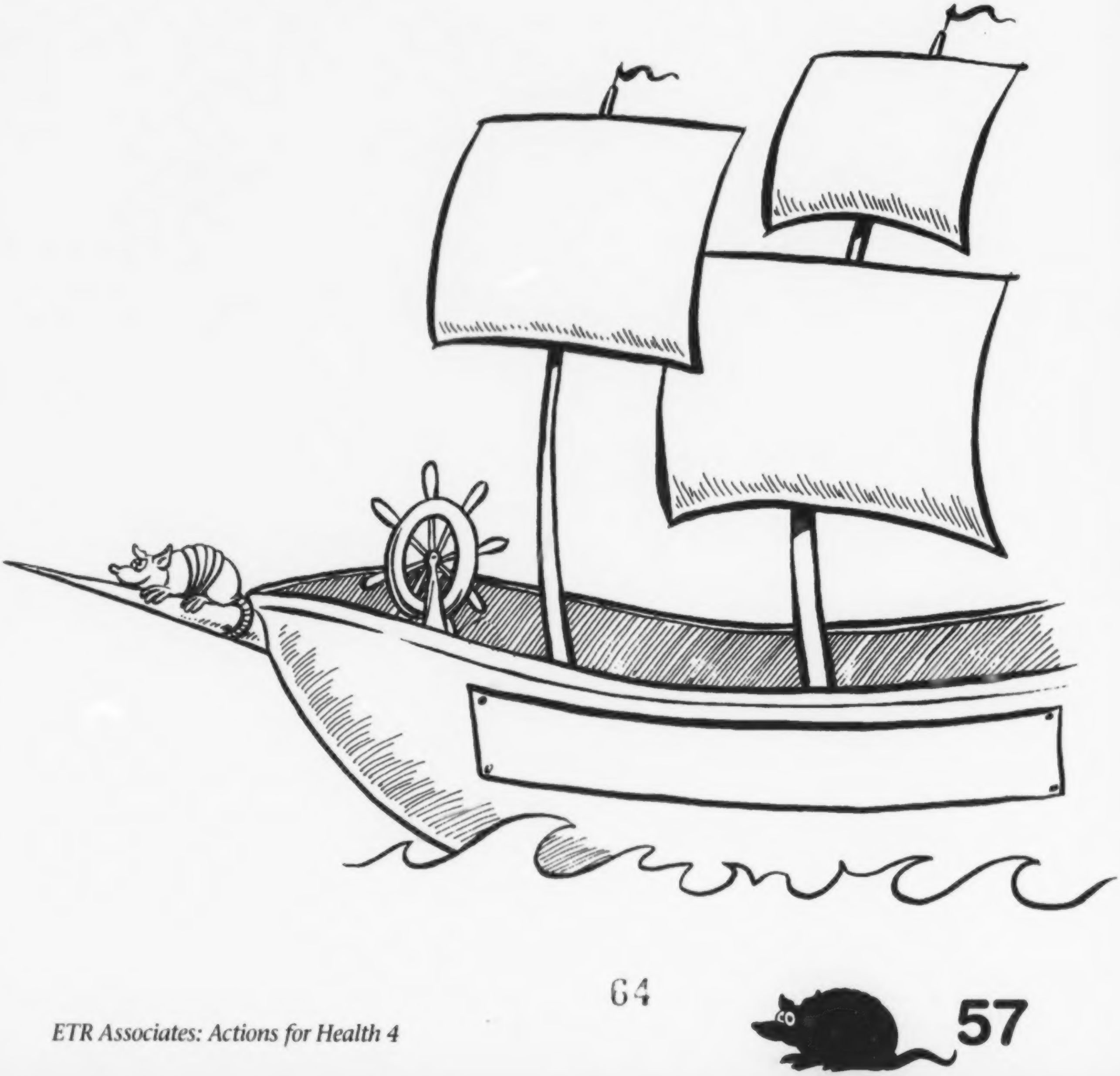
Clerk
We've got this brand-new gadget that all the kids are buying. There's a place to store your scissors, your glue stick and your markers. You can also punch holes and staple with it. Isn't it great? And it's on sale for $4.50.

Name ____

Decision Ship

Directions: Complete the sentence with a decision you make. Then draw yourself steering this ship. Give the ship a name. Think of three influences on your decision, and draw them in the sails. Label the influences.

I decide to ____



LESSON

5

Choosing Friends

Objective

Students will be able to evaluate the qualities of friendship.

Time

One or two class periods.

Overview

Friends are an important influence on children this age. This lesson helps students assess the qualities of their friends.

To begin the lesson, students brainstorm and use a checklist to assess some of the important qualities of a friend. They then read some case studies and consider the qualities of the friends in the studies. To conclude the lesson, students complete an assessment of the friendship qualities of some of their friends and themselves.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:
✓ Writing paper for students.

COPY:
✓ **Are They Friends?** worksheet, one for each student.
✓ **My Friends** worksheet, one for each student.

MAKE:
✓ Transparency or poster of **Friendship Checklist.**

Procedure

■ Tell students that part of growing up is choosing friends. Ask them to think about three people who are their friends. Then ask the following questions:

- How many chose at least one person in this room?
- How many chose at least one person who does not live in this city/town/community?
- Did anyone think of someone who lives in another country?
- How many chose at least one person who is a lot older than you?
- How many chose at least one person who is younger than you?

Ask for volunteers to tell how they feel when they're with their friends. Tell students that most people think of being with friends during happy times. Friends sometimes make the happy times even happier.

Ask if anyone has been with a friend during a sad time. What happened? What was it like? Did it help to have a friend by your side?

Ask students how they feel about themselves when they're with their friends. Help students generalize that friends are people we like and who like us. Friends can live near or far; they can be older or younger than we are.

Suggest that we pick friends for different reasons. Some people want friends who are funny; others want friends who are good in sports. Ask students what qualities they look for in friends.

Have students brainstorm characteristics of friends. List their responses on the board. Then go over the list and ask students to vote on the characteristics that are important to them. Help students generalize that different people value different qualities in friends.

■ Show students the **Friendship Checklist** transparency or poster. Review each point on the checklist with students. Ask them to explain, in their own words, why each point is an important quality in a friend. Distribute writing paper, and have students copy the checklist for their health folders.

Explain that this checklist helps us decide if someone is a good friend. We know our friends aren't perfect. They may not *always* follow every guideline. But if they follow most of the guidelines most of the time, then they probably will be good friends.

■ Distribute the **Are They Friends?** worksheet. Explain that these are stories about some friends. Tell students to read the case studies and then discuss each friend's good points and bad points. Ask students to decide whether they'd pick Marcia, Chuck or Ira as friends.

Note: You may choose to have students read and discuss the worksheet in small groups. Then have groups report to the class how many students in the group chose Marcia, Chuck or Ira as a friend.

Use the **Are They Friends?** ***Example*** as a guide to lead a class discussion of the worksheet. Point out that there are no right or wrong answers as to whether Marcia, Chuck and Ira are good friends.

Help students understand that when we choose our friends we should choose friends who have more good qualities than bad. Explain that good friends are people who help us act in good ways toward others and feel good about ourselves.

■ Distribute the **My Friends** worksheet. Tell students to think of the three friends they thought of at the beginning of this lesson. Tell them to write the initials of these friends in the first three columns of the worksheet. Tell them to write their own initials in the last column. *Note:* For purposes of privacy, students may want to use a code for the initials of their friends.

Then tell students to answer each question for each of these friends and themselves.

Evaluation

Assess students' responses on the **My Friends** worksheet for their ability to evaluate friendship based on specific qualities.

Home/Family Involvement

Encourage students to take the **My Friends** worksheet home to discuss with their families. Suggest that students ask family members about *their* friends. Did a family member ever have a friend who turned out not to be a good friend? What happened?

Follow-Up/Extension

Teach students a song of friendship such as "Getting to Know You" from *The King and I* or another similar song.

Have students write a want ad, advertising themselves as a friend. Tell them to think about the qualities they possess that make others want to be friends with them. Encourage them to consider the qualities on the **Friendship Checklist.**

TEACHER

Friendship Checklist

1. Can I trust this friend?
2. Does this friend act in a safe and honest way?
3. Will this friend tell me if I'm doing something wrong or unsafe?
4. Does this friend listen to me and understand what I say?
5. Does this friend like me for myself, not just for my games or clothes?
6. Can we work things out if we disagree?
7. Does this friend follow her or his family's rules and help me follow my family's rules?
8. Do I like to be with this friend?
9. Do I feel good after being with this friend?

Name ____

Are They Friends?

Directions: Read the story about each of these friends, and answer the questions that follow it.

Case #1—Marcia

Marcia is lots of fun to be with. Lucy loves to ride bikes and play basketball with her. Marcia is pretty smart. She wants to be the smartest student in fourth grade. Sometimes she even cheats on spelling tests just to be sure she gets 100 percent.

When Marcia and Lucy play together, they play games Marcia likes most of the time. Whenever Lucy suggests something else, Marcia ignores her. Sometimes Lucy feels angry when Marcia does that.

What are Marcia's good points? ______________________________

____

What are Marcia's bad points? ______________________________

____

Do you think Marcia is a good friend for Lucy? Why or why not? __________

____

Name ____

Are They Friends? (continued)

Case #2—Chuck

Chuck is very good-looking. He always does what his mother tells him. Before Rosa got a new Nintendo game, Chuck never wanted to do things with her. But now he always wants to play with her. Chuck is fun to play with.

Rosa's family has a rule that she can play Nintendo only one hour a day. But sometimes Chuck comes over when no one else is home. Then Rosa and Chuck play longer than an hour.

"What they don't know won't hurt them," Chuck says. Rosa likes playing more Nintendo, but she feels kind of bad about breaking her family's rule.

What are Chuck's good points? ______________________________

____

What are Chuck's bad points? ______________________________

____

Do you think Chuck is a good friend for Rosa? Why or why not? __________

____

Case #3—Ira

Ira is very funny. He loves to talk and talk. He talks a lot about himself and his family. He's smart, and he has lots of great ideas. But Ira is not a good listener.

Sometimes when Ben invites him over after school, Ira says he'll come, but he doesn't show up. If Ben calls to ask him why he didn't come, Ira will say Ben didn't ask him to.

Once Ira talked Ben into climbing on the garage roof with him. But that's the only time they ever did something that dumb. Ben likes being with Ira.

What are Ira's good points? ______________________________

____

What are Ira's bad points? ______________________________

____

Do you think Ira is a good friend for Ben? Why or why not? __________

____

Are They Friends?

Example

Directions: Read the story about each of these friends, and answer the questions that follow it.

Case #1—Marcia

Marcia is lots of fun to be with. Lucy loves to ride bikes and play basketball with her. Marcia is pretty smart. She wants to be the smartest student in fourth grade. Sometimes she even cheats on spelling tests just to be sure she gets 100 percent.

When Marcia and Lucy play together, they play games Marcia likes most of the time. Whenever Lucy suggests something else, Marcia ignores her. Sometimes Lucy feels angry when Marcia does that.

What are Marcia's good points? ***lots of fun***

What are Marcia's bad points? ***isn't always honest; doesn't listen; isn't willing to compromise with Lucy; sometimes Lucy doesn't feel good after being with her***

Do you think Marcia is a good friend for Lucy? Why or why not?

Answers will vary.

Are They Friends? Example (continued)

Case #2—Chuck

Chuck is very good-looking. He always does what his mother tells him. Before Rosa got a new Nintendo game, Chuck never wanted to do things with her. But now he always wants to play with her. Chuck is fun to play with.

Rosa's family has a rule that she can play Nintendo only one hour a day. But sometimes Chuck comes over when no one else is home. Then Rosa and Chuck play longer than an hour.

"What they don't know won't hurt them," Chuck says. Rosa likes playing more Nintendo, but she feels kind of bad about breaking her family's rule.

What are Chuck's good points? ***follows his own family's rules; is fun***

What are Chuck's bad points? ***may only like Rosa for her Nintendo game, not herself; doesn't encourage Rosa to follow her family's rules; Rosa sometimes doesn't feel good about herself after being with Chuck***

Do you think Chuck is a good friend for Rosa? Why or why not?

Answers will vary.

Case #3—Ira

Ira is very funny. He loves to talk and talk. He talks a lot about himself and his family. He's smart, and he has lots of great ideas. But Ira is not a good listener.

Sometimes when Ben invites him over after school, Ira says he'll come, but he doesn't show up. If Ben calls to ask him why he didn't come, Ira will say Ben didn't ask him to.

Once Ira talked Ben into climbing on the garage roof with him. But that's the only time they ever did something that dumb. Ben likes being with Ira.

What are Ira's good points? ***funny; Ben likes being with him; doesn't get into trouble very often***

What are Ira's bad points? ***doesn't listen very well***

Do you think Ira is a good friend for Ben? Why or why not?

Answers will vary.

Name ______________________________

My Friends

Directions: Write the initials or secret code initials for three of your friends at the top of the first three columns. Write your own initials in the last column. Then write yes or no in each column to answer the questions about your friends and yourself. Are these friends good friends for you? Are you a good friend for others?

Initials				
1. Can I trust this friend?				
2. Does this friend act in a safe and honest way?				
3. Will this friend tell me if I'm doing something wrong or unsafe?				
4. Does this friend listen to me and understand what I say?				
5. Does this friend like me for myself, not just for my games or clothes?				
6. Can we work things out if we disagree?				
7. Does this friend follow her or his family's rules and help me follow my family's rules?				
8. Do I like to be with this friend?				
9. Do I feel good after being with this friend?				

LESSON

6

Peer Pressure, Peer Power

Objectives

Students will be able to identify effects of peer pressure.

Students will be able to classify peer pressure as positive or negative.

Time

One or two class periods.

Overview

Peer pressure can be either negative or positive. This lesson introduces the concept of peer power, or positive peer pressure. Students learn that they can use their influence to help others make healthy choices.

A pamphlet introduces the concept of peer power. Students work in small groups to analyze some case studies on peer pressure and peer power and report to the class. Students then complete a worksheet on peer power.

Note: Some of the situations depicted in the *Peer Power* pamphlet feature older teens. However, research indicates that preadolescents enjoy reading about older teens. If you feel the situations are inappropriate for your students, you may want to omit the pamphlet. The lesson includes case studies that relate the concept of peer power to typical situations for preadolescents.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:
✓ *Peer Power!* pamphlet, one for each student.

COPY:
✓ **Peer Power** worksheet, one for each student.
✓ **Peer Pressure** letter, one for each student.

PREPARE:
✓ **Peer Pressure? Peer Power? Case Studies.** See teacher page.

REVIEW:
✓ **Peer Pressure? Peer Power? Case Studies *Example*.**

Procedure

- Begin this lesson by reviewing the concept of influences on decisions from Lesson 4. Ask students to name some of the people or things that influence their decisions (parents, teachers, family, friends, media, advertising, etc.).

Explain to students that when children are small, the main influences on them are their families. Young children want to please the adults in their family.

As children get older, they may be less concerned about family approval and more concerned about the approval of their friends. So friends become more important influences in their lives.

- Distribute the *Peer Power!* pamphlet. Point out the definition of *peer*. Ask students to name some of their peers. Ask students if they've heard of the term *peer pressure*. Explain that peer pressure is the physical power or mental influence that friends your own age have over you to persuade you to behave in a certain way.

Tell students that peer pressure can affect a lot of things we do and decisions we make. Ask students to suggest some decisions that might be influenced by peer pressure. Point out that decisions about schoolwork, how we care for ourselves, what we wear, what we do in our free time, how we spend our money and who we're friends with all may be influenced by peer pressure.

Tell students that peer pressure may be positive or negative. Negative peer pressure may encourage us to make unhealthy or unsafe choices. But peer pressure can also encourage us to make healthy choices. Tell students the pamphlet is about this positive peer pressure, or *peer power*. Read the pamphlet with students.

■ Divide the class into six cooperative learning groups. Distribute a different one of the **Peer Pressure? Peer Power? Case Studies** to each group. Tell groups each member of the group will have a different job as they read and discuss the case studies.

Explain that one student in each group should read the case study to the group. Another student should take notes on the group discussion. The other students should prepare to report to the class on the group's answers to the three questions on each case study. A different student can report on each question.

Note: Groups work best when each student in the group has a responsibility. Modify the group assignments as necessary to accommodate the number of students in your class.

■ When groups are ready, have each one present a report to the class on its case study and the peer pressure involved. Allow time for class discussion of each case study. Use the **Peer Pressure? Peer Power? Case Studies *Example*** as a guide for this discussion.

■ Distribute the **Peer Power** worksheet. Ask students to think of an example of peer power—positive peer pressure—that they've had or seen. Tell them to write a sentence or two describing the situation and then illustrate it.

Collect worksheets and use them to create a class poster, bind them into a class book, or post them on a "Peer Power" bulletin board. *Note:* Be sure to get students' permission to share their work. Students should not have to share any work they want to keep private. If students prefer, they can add this worksheet to their health folders.

Evaluation

Assess students' work in group presentations and on the **Peer Power** worksheet for their ability to identify ways that peer pressure affects others.

Home/Family Involvement

Distribute the **Peer Pressure** letter, and tell students to take it home with the *Peer Power!* pamphlet. Encourage students to talk with their families about the people and things that influence students' decisions. Suggest that students ask family members how they are influenced by their peers.

Follow-Up/Extension

When students are having difficulty resolving problems that arise in the classroom, challenge them to use peer power to influence others to solve the problem.

Have students create an illustration (using pictures and/or words) to communicate how it feels when you choose *not* to go along with your friends.

Using photographs or drawings, have students create a peer collage that includes at least a dozen children who are their peers.

TEACHER

Peer Pressure? Peer Power? Case Studies

Directions: Cut the case studies apart and distribute a different one to each group. You may want to make enough copies for each student in the group to have one.

Michiko

Michiko's mom bought her a new pair of jeans. Michiko really likes them. But when she wore them to school, some girls in her class told her that her jeans looked stupid. They said that if Michiko wears those jeans again, they won't talk to her.

- If Michiko is influenced by the peer pressure, what will she do?
- In this case, is the peer pressure positive or negative?
- What are Michiko's other choices?

Frank

Frank is smart, but sometimes he doesn't like to work very hard on his schoolwork. This year, some of the smartest students in the school are in his class. Frank is working harder on his schoolwork than he did last year, and he is getting better grades.

- How is Frank being influenced by peer pressure?
- In this case, is the peer pressure positive or negative?
- What are Frank's other choices?

Pedro

Pedro loves computers. Now that he's in fourth grade, he's old enough to join the computer club. He told his best friend he wanted to join the club. But his friend said only nerds belong to the computer club.

- If Pedro is influenced by the peer pressure, what will he do?
- In this case, is the peer pressure positive or negative?
- What are Pedro's other choices?

Peer Pressure? Peer Power? Case Studies (continued)

Cindy

Lena is a new girl in Cindy's class. She lives next door to Cindy, so she and Cindy have been playing together after school. Cindy likes Lena. One day, Cindy's friend Bonnie started calling Lena names. Cindy told her to stop. Bonnie told Cindy, "If you want to be my friend, you should be on my side."

- If Cindy is influenced by the peer pressure, what will she do?
- In this case, is the peer pressure positive or negative?
- What other choices does Cindy have?

Janelle

Janelle planned to spend her allowance on a new science fiction book. On her way to the bookstore, she met two friends who decided to tag along. These friends only read teen magazines. When Janelle showed them the book she planned to buy, they told her that kind of book is for babies.

- If Janelle is influenced by the peer pressure, what will she do?
- In this case, is the peer pressure positive or negative?
- What other choices does Janelle have?

Rodney

Rodney and his friends were sitting on a bench in the park. Rodney pulled out a cigarette and asked, "Who wants a drag?" His friends were angry. They said, "It's not healthy. It'll make your lungs black. It's dumb for kids to smoke."

- If Rodney is influenced by the peer pressure, what will he do?
- In this case, is the peer pressure positive or negative?
- What other choices does Rodney have?

TEACHER

Peer Pressure? Peer Power? Case Studies

Example

Directions: Cut the case studies apart and distribute a different one to each group. You may want to make enough copies for each student in the group to have one.

Michiko

Michiko's mom bought her a new pair of jeans. Michiko really likes them. But when she wore them to school, some girls in her class told her that her jeans looked stupid. They said that if Michiko wears those jeans again, they won't talk to her.

- If Michiko is influenced by the peer pressure, what will she do? ***not wear the jeans***
- In this case, is the peer pressure positive or negative? ***negative***
- What are Michiko's other choices? ***to wear the jeans anyway as long as she likes them***

- -

Frank

Frank is smart, but sometimes he doesn't like to work very hard on his schoolwork. This year, some of the smartest students in the school are in his class. Frank is working harder on his schoolwork than he did last year, and he is getting better grades.

- How is Frank being influenced by peer pressure? ***He's working harder to keep up with the other smart students.***
- In this case, is the peer pressure positive or negative? ***positive***
- What are Frank's other choices? ***to do the same amount of work as in other years and possibly fall behind in class***

Peer Pressure? Peer Power? Case Studies (continued)

Pedro

Pedro loves computers. Now that he's in fourth grade, he's old enough to join the computer club. He told his best friend he wanted to join the club. But his friend said only nerds belong to the computer club.

- If Pedro is influenced by the peer pressure, what will he do? ***not join the computer club; may not even let anyone know he likes computers***
- In this case, is the peer pressure positive or negative? ***negative***
- What are Pedro's other choices? ***to ignore what his friend thinks and join the computer club anyway; to continue to be friendly to his best friend and see if they can work things out***

Cindy

Lena is a new girl in Cindy's class. She lives next door to Cindy, so she and Cindy have been playing together after school. Cindy likes Lena. One day, Cindy's friend Bonnie started calling Lena names. Cindy told her to stop. Bonnie told Cindy, "If you want to be my friend, you should be on my side."

- If Cindy is influenced by the peer pressure, what will she do? ***stop playing with Lena; call her names as Bonnie is doing***
- In this case, is the peer pressure positive or negative? ***negative***
- What other choices does Cindy have? ***to ignore Bonnie or continue to disagree with her; to continue to be friends with Lena***

Peer Pressure? Peer Power? Case Studies (continued)

Janelle

Janelle planned to spend her allowance on a new science fiction book. On her way to the bookstore, she met two friends who decided to tag along. These friends only read teen magazines. When Janelle showed them the book she planned to buy, they told her that kind of book is for babies.

- If Janelle is influenced by the peer pressure, what will she do? ***not buy anything or buy a teen magazine***
- In this case, is the peer pressure positive or negative? ***negative***
- What other choices does Janelle have? ***to buy the science fiction book anyway and ignore the opinions of her friends; to buy nothing now but come back tomorrow and buy the book she wants***

Rodney

Rodney and his friends were sitting on a bench in the park. Rodney pulled out a cigarette and asked, "Who wants a drag?" His friends were angry. They said, "It's not healthy. It'll make your lungs black. It's dumb for kids to smoke."

- If Rodney is influenced by the peer pressure, what will he do? ***not smoke the cigarette***
- In this case, is the peer pressure positive or negative? ***positive***
- What other choices does Rodney have? ***to ignore the others and smoke the cigarette anyway***

Name ______________________________

Peer Power

Directions: Write one or two sentences about an example of peer power. Then draw a picture of the example.

____

____

____

____

LETTER

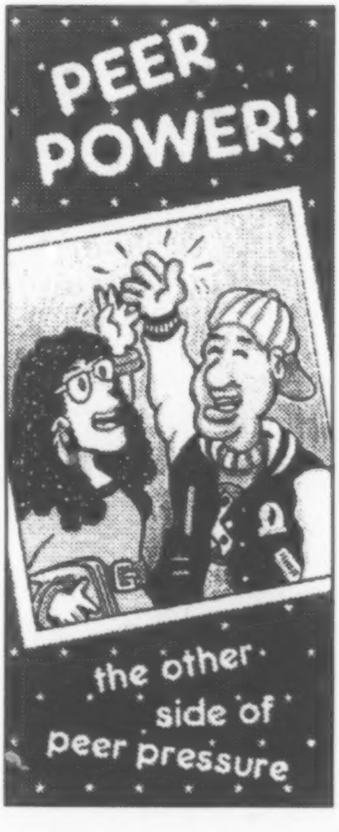
Peer Pressure

Date: ______________________

Dear Family:

As part of the *Actions for Health* curriculum, children are studying some of the influences on their decisions. Today we talked about the influences of peers, or peer pressure.

Your child has a pamphlet, *Peer Power!,* to share with you. This pamphlet suggests turning peer pressure around to make a positive influence on friends' choices.


PEER POWER!
the other side of peer pressure

You may want to discuss with your children some of the ways peer pressure or peer power influences them. One way to start such a discussion is to talk about a time when peer pressure or peer power influenced one of your decisions.

Building self-esteem helps empower children to resist peer pressure. You can enhance your children's self-esteem by catching them in the act of doing something well and letting them know. For example, compliment them on their music practice, on the way they tell a joke or play soccer, for remembering something you forgot, or for speaking politely on the telephone.

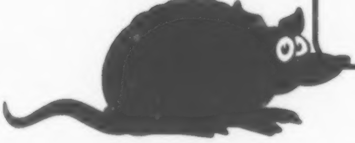
Sincerely,

____

LESSON

7

No Is No



Objective

Students will be able to say no in a firm and friendly way.

Time

One class period.

Overview

Children need to know how to say no when friends or other people pressure them to make unhealthy choices. This lesson introduces a four-step model for saying no.

The lesson begins with a review of the types of decisions students make. Students discuss some of the reasons they might find it difficult to say no to others' unhealthy suggestions. After an introduction to the four-step model for saying no, students read and discuss a story in which someone their age learns to use the model. They then practice using the model themselves. They also brainstorm some healthy alternatives to unhealthy suggestions.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:
✓ Writing paper for students.
✓ *No, No, Annette* student booklet, one for each student.

COPY:
✓ **Practice Saying No** worksheet, one for each student.
✓ **Saying No** letter, one for each student.

MAKE:
✓ Transparency or poster of **No Means No.**

Procedure

■ Begin this lesson by reviewing the types of decisions your students make. Ask students to brainstorm some decisions they make, and list their responses on the board. Responses may include:

- deciding what clothes to wear
- deciding what homework to do first
- choosing presents for friends and family members
- deciding to play a sport
- choosing friends

Point out that students make many decisions each and every day. Emphasize that one of the most important decisions they make is how they behave or act.

Remind students of the discussion of peer pressure and peer power (Lesson 6). Review the definitions of peer pressure (the physical power or mental influence that friends your own age have over you to persuade you to behave in a certain way) and peer power (using positive peer pressure to influence friends to make healthy decisions).

Ask students how they would feel if someone tried to tell them what to eat and what to wear and who they could or couldn't play with. Ask how they would feel if someone tried to tell them to do something unhealthy or unsafe.

Explain that sometimes people try to apply pressure to influence our decisions. Tell students that knowing when to go along with others and when not to is an important part of growing up.

Add that another part of growing up is realizing you have your own opinion about certain things. Stress that our personal opinions are more important than any of our friends' opinions.

Tell students that we often know that we don't want to go along with others. But sometimes it's a problem to say no. Give students the following example. Ask them to think about whether they've ever had a similar problem.

Irma Armadillo likes to do healthy things. One day when she was playing at her friend Isabel Armadillo's house, Isabel said, "I'm thirsty. I think I'll have a wine cooler. I'll get you one, too." Irma didn't want a wine cooler, or any alcohol. But she didn't know how to say no.

Note: Armadillos are used in this example in an effort to avoid using children as negative role models. If you think the use of armadillos in the example does not work for your students, you may need to change the example.

Ask students if they've ever been in a situation where they didn't know how to say no to something they didn't really want to do. Did they end up doing something they didn't want to do?

Ask why they were afraid to say no. What did they think would happen? Responses may include:

- Friends would think I'm a baby.
- Friends wouldn't like me.
- Friends wouldn't want to play with me.

■ Show students the **No Means No** transparency or poster. Tell students that these four steps can help them say no to something they don't want to do. Add that the four steps may even help them tell their friends no without losing the friendship.

Distribute writing paper, and tell students to copy the steps for their health folders as you review each of them.

1. Say no clearly.
2. Keep your voice firm and friendly.
3. Use the word *I* in your sentence (No, I do not want to ride double on your bike). Explain why you don't want to do what was suggested.
4. Suggest something else to do (Let's walk to the mall instead of biking).

■ Distribute the *No, No, Annette* student booklet. Have students read the story. Lead a class discussion of the story.

Ask students what had led to Annette's trouble at the beginning of the story. Why was she grounded? Point out that Annette got in trouble because she didn't tell her friends no.

Ask what happened later in the story, when Annette tried to tell her friends that she didn't want to smoke. Point out that Annette had to say no again, because she wasn't firm and friendly the first time. Discuss what happened next (Annette told Sally why she didn't want to smoke, using the word *I*).

Then discuss how Annette used the fourth step of the **No Means No** process to show her friends that she wanted to be with them even though she didn't want to do what they suggested. Point out that she suggested a different activity that all the friends could do together.

- Distribute the **Practice Saying No** worksheet. Tell students that this worksheet has four questions or challenges and four responses. Each response uses the **No Means No** process.

Tell students you're going to read the challenges one at a time. Tell them to read the corresponding no-response in a firm but friendly voice. *Note:* It is intentional that teachers read the challenges. The practice for students should focus only on the responses.

- Have students pick a partner. Tell pairs to come up with two more challenges and responses and practice giving them to each other. Tell students to take turns giving the challenges and saying no. Remind them to use the **No Means No** guidelines in their responses. Circulate through the class during this activity and help students revise and improve their responses.

- Tell students that one possible problem in making good no-statements is not knowing what activity to suggest as an alternative. Ask them to brainstorm some ideas for safe, healthy activities that are fun to do. Tell students they can use these ideas when they want to say no to friends' unhealthy suggestions.

Evaluation

Assess students' work with their partners to evaluate their ability to say no in a clear, firm and friendly way.

Home/Family Involvement

Distribute the **Saying No** letter, and tell students to take it home with the *No, No, Annette* booklet to share with their families. *Note:* You may want to devise a check-out system to be sure the booklets are returned to class.

TEACHER

No Means No

Follow these four steps to say no:

1. Say no clearly.

2. Keep your voice firm and friendly.

3. Use the word *I* in your sentence.

4. Suggest something else to do.

Name ____

Practice Saying No

Directions: Listen to your teacher read each challenge. After the challenge, read the response. Be sure to use a firm and friendly voice.

Challenge 1

Challenge: Why don't you come over to my house? We can climb up the ladder and sit on the garage roof.

Response: No, I don't want to sit on the garage roof today. Let's go shoot baskets instead.

Challenge 2

Challenge: Why don't you use your milk money to buy a soda instead? Then we can get two straws and share it.

Response: No, I don't want soda. I'd rather have milk. But we can get two straws and share the milk.

Challenge 3

Challenge: A bunch of us are going to go over to the park and smoke a cigarette. Why don't you come on over, too?

Response: No, I don't want to smoke. Let's go for a bike ride instead.

Challenge 4

Challenge: I want some candy. Let's go over to the Stop-and-Shop, and we'll grab some when the clerk isn't looking.

Response: No, I don't want to do that. Come to my house. Let's see if my mom has some treats instead.

LETTER

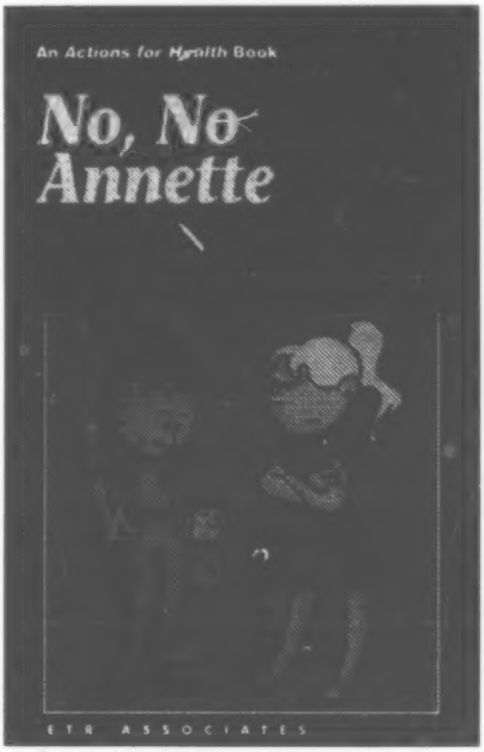
Saying No

Date: ______________________

Dear Family:

Children have been learning specific steps to take to help them say no. Your child has a story to share with you about using these steps. We read this story, *No, No, Annette,* in class today.

In the next *Actions for Health* lesson, children will learn some specific techniques for saying no to help them resist peer pressure. The techniques include the "broken record"—repeating the same phrase over and over—and "delaying tactics"—putting off giving an answer. Talk to your child about situations that may come up that will require her or him to say no. Encourage open communication about peer pressure and help your child practice the saying no techniques.



Please contact me if you have any questions.

Sincerely,

____

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LESSON

8

Ways to Say No

Objective

Students will be able to demonstrate a variety of techniques for saying no.

Time

One class period.

Overview

This lesson introduces additional specific techniques for saying no and provides practice in them. Students need skills practice in safe situations, such as the classroom, to imprint behaviors so that they will be able to apply these behaviors in real-life situations. The amount of practice students need will vary; you are the best judge of what is appropriate for your students.

The lesson begins with a review of no-statements. Students are then introduced to the "broken record" technique and delaying tactics. Students work with partners to create appropriate responses to a variety of situations chosen from a worksheet.

Note: Some of the situations described in this lesson may not be appropriate for all students. Know your students' needs and interests, and emphasize the situations most appropriate for your class.

Integration

Language arts.

Teacher Materials and Preparation

COPY:
✓ **Broken Record** worksheet, one for each student.
✓ **How to Delay** worksheet, one for each student.
✓ **Pick a Situation** worksheet, one for each student.

Procedures

- Review the characteristics of a no-statement with students. Remind students that a no-statement should be clearly stated in a firm and friendly voice and that it should use the word *I* and suggest something else to do.

Ask students to suggest some times when they might want to use a no-statement (when someone asks you to do something that you think is wrong or unsafe). Then ask why it might sometimes be hard to say no (afraid your friends will get angry or not play with you anymore; afraid people will think you're a baby or a coward).

Tell students that part of growing up is learning that it is not OK to take chances with our health and our safety. Remind them that it is OK to say no when friends ask us to do something that's dangerous, wrong or unhealthy.

Tell students it's OK to say no when your friends want you to do something your family doesn't want you to do. It's also OK to say no if your friends want you to do something that you just don't want to do, no matter what the reason.

Emphasize that saying no may be the smartest choice, the healthiest choice or the safest choice we can make in some situations. Tell students it's OK to make our own choices. We don't have to make poor choices just so people will like us.

■ Give students additional practice in making no-statements. Read the following challenges to them, and ask students to respond out loud. Vary the activity by asking the whole class to respond to the first statement, just the girls (or boys) to the second, all the students born in the summer to another, students with brown hair to another, and so on. *Note:* Choose challenges appropriate for your students, or create your own.

- Challenge 1: I just found a pack of cigarettes in my mom's purse. Let's go over to the woods and smoke a couple.
- Challenge 2: I heard that you can get high sniffing glue. Come on over to my house and let's try it.
- Challenge 3: The Smiths have some old wood by their garbage can. Let's take some and start a fire.
- Challenge 4: Why don't you buy some pop and chips instead of the hot lunch?

■ Explain to students that we sometimes need more than a simple no-statement. Tell them today they will learn two more techniques they can use to resist pressure when someone wants them to do something they don't want to do.

Ask students what it means when someone talks like a "broken record." (They keep repeating themselves over and over.) Explain that sometimes when you tell someone no, they might not listen to you at first. You may have to say no over and over until they get the message.

Ask for a volunteer. Give the volunteer a copy of the **Broken Record** worksheet. Ask the volunteer to read the lines of Pat while you read the lines of Chris. As you read, be sure to read the lines in a friendly voice. Ask the rest of the class to count how many times you say no before Pat gets the message.

Discuss the activity with the class. Point out that you clearly repeated the word *no* many times. Ask students how many times you clearly said the word *no*. Ask students if your voice was firm and friendly. Ask students if you used the word *I* and suggested something else to do.

Distribute the **Broken Record** worksheet to all students. Tell them to choose a partner and practice the technique by saying the lines to each other.

■ Distribute the **How to Delay** worksheet. Tell students that delaying tactics are a way to postpone saying no. If you don't want to do something, eventually you'll have to say no. But if we're afraid to say no or we don't know how to say no, delaying tactics may help.

Pick ten volunteers to come up to the front of the room. Tell them to bring their **How to Delay** worksheets. Explain that the worksheet lists certain kinds of things we can say to help us delay or postpone having to say no.

Tell the volunteers you'll ask them a question and they should each read one of the responses in the order they appear on the worksheet under "Say Something Else." Ask each volunteer, "Want a can of beer?"

Now ask for five more volunteers. Tell students that in addition to saying certain things, we can also do things that will delay having to say no. Have each volunteer act out one of the delaying actions under "Do Something Else" in response to your question, "Want a can of beer?"

Ask students which of the delaying tactics they would use if they didn't want to do something but didn't want to say no directly. Tell students to pick a partner to practice delaying tactics with. Write the following line on the board: I have some pills that make you feel real good. Why don't you try some?

Have one partner read the line to the other several times. Tell the other partner to try out a different delaying statement or delaying action each time the line is read. Then tell partners to reverse roles.

■ Distribute the **Pick a Situation** worksheet. Tell students to continue to work with their partners. Tell them to use the ideas on the worksheet to create some situations where someone has to say no. Suggest that students practice several different scenarios, mixing and matching the different identities and situations. Tell students to practice using either the simple no-statement, the broken record, delaying statements or delaying actions as they act out the situations they create.

Ask students to write out the dialogue and actions for one of the situations they created. Tell them to show at least two responses—one no-statement and one that illustrates either the broken record or delaying tactics. Have students share their work either with the class or with another set of partners.

Evaluation

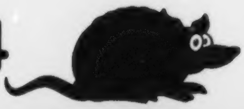
Assess students' work from the **Pick a Situation** worksheet for their ability to say no in a variety of ways.

Follow-Up/Extension

Have students generate a list of situations when they might want to say no to a friend. Some situations might be related to health but others

might be different types of requests (such as borrowing books, helping with homework, etc.).

Discuss examples of fictional characters who did not say no to peer pressure and subsequently got into trouble. The story of Pinocchio is a good example, if your students are familiar with it. Help students identify the points at which Pinocchio could have said no, and speculate how that might have changed the story.



Name ____

Broken Record

To use the Broken Record tactic, repeat the word *no* as many times as you need to until the other person gets the message.

Pat: Guess what? I found two cans of beer in the garage. Want one?

Chris: No, thanks. I don't want any beer.

Pat: What are you? Some kind of baby? I've been drinking beer since I was five. Come on and have a beer.

Chris: No, thanks. I'm not thirsty.

Pat: This has nothing to do with being thirsty. Drink this beer.

Chris: Let's go over to the park and ride bikes instead.

Pat: Chris, What are you—chicken?

Chris: No, I'm not a chicken. I just don't want any beer.

Pat: OK, OK. Just forget it.

Name ____

How to Delay

These delaying tactics can help you postpone saying no.

Say Something Else

Maybe later.
Not right now.
Sorry, I have to get home.
Look at that kid over there.
I don't like that kind.
I have to think about it.
I don't feel well.
I've got to get something.
I have a lot of homework.
Not now. I'm busy.

Do Something Else

Pretend you don't hear the question.
Drop something and spend a lot of time finding it and picking it up.
Take whatever is offered and pass it on to someone else.
Go to the bathroom.
Pretend you're looking for something (in your pocket or backpack).

Name ____

Pick a Situation

Directions: Use the ideas in the columns below to make up some situations where one person has to say no. Work with your partner to decide who will be Person 1 and who will be Person 2. Pick an identity for Person 1 from the first column. Then pick an identity for Person 2 from the middle column. Decide what the problem is by picking any situation from the last column.

Remember, Person 1 likes to make choices that are safe and healthy. Practice acting out the situation. Person 2 should try to get Person 1 to change his or her mind. Person 1 should practice the no-statements and delaying tactics discussed in class. Choose new identities and new situations and practice several times.

Person 1	**Person 2**	**Person 2 wants Person 1 to:**
you	a cousin	chew smokeless tobacco
your mom	a friend	steal a magazine
your sister	a neighbor	take some strange pills
your dad	a teenager	get in a fight
a classmate	your friend's brother	have a beer
a kid in kindergarten	someone who works at the grocery store	climb the fence to the pool at night
your brother	your aunt	cheat on a test

UNIT II

Being Special and Staying Well

LESSON

9

Growing Up—A Look Behind the Scenes

Objectives

Students will be able to illustrate ways to protect the skin.

Students will be able to identify the names of body systems.

Time

One class period.

Overview

Unit II: Being Special and Staying Well begins with a look at how the body is made as a prelude to the study of body systems in other lessons in this unit.

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In this lesson, students are introduced to the concepts of cell, tissue, organ and system and learn the names of several body systems. Students will learn more about individual body systems in later lessons.

Integration

Language arts, math, science.

Teacher Materials and Preparation

HAVE:

- ✓ Three food packages—one weighing one pound; one weighing two pounds; one weighing five pounds (select familiar foods such as flour, sugar, etc.).
- ✓ Drawing paper, one piece for each student.
- ✓ Art supplies (crayons or markers) for students.

COPY:

- ✓ **What a Body!** worksheet, one for each student.

MAKE:

- ✓ Transparency or poster of **Building a Body**.
- ✓ Transparency or poster of **Body Systems**.

Procedure

- ■ Tell students that they've been growing in many different ways throughout their lives. Some of the ways they are growing are easy to see. Some of the ways can't be seen. Ask students to think of ways they are growing and explain how they can tell they are growing. Responses may include:
  - Feet are getting bigger because they are outgrowing shoes.
  - Hands are growing because they no longer fit in their old gloves.

- Heads, bodies, arms and legs are all growing (as evidenced by need for larger clothing).
- Some baby teeth may still be coming out, with permanent teeth growing in.
- Their hair, fingernails and toenails need to be cut often.

Acknowledge that we can tell we're growing because the parts of our body that we can see are getting bigger. But explain that all the action is really taking place inside our bodies.

■ Show students the **Building a Body** transparency or chart. Explain the definitions of cell, tissue, organ and body system to students, using the transparency or chart to compare the human body to a school.

Tell students that a cell is the smallest living part of the body, a tiny building block. Tell students that every part of the body is made of cells. Add that the body has billions of cells of many different kinds. Each kind of cell looks different from the other kinds and has different jobs to do.

Explain that tissue is made of many cells of the same kind. Various kinds of tissue working together make organs, parts of the body that do special jobs. Ask students if they can name any organs (heart, lungs).

Tell students that different body organs work together to make systems. Add that there are many different systems in the body. Tell students they will be studying some of these body systems in the next health lessons.

■ Ask students to guess what the body's biggest organ is (the skin). Show students the one-pound, two-pound, and five-pound food packages. Ask students to guess which package weighs about as much as their skin (the five-pound package). Tell students the skin of nine year olds weighs about five pounds.

Ask students what skin does. Explain that skin protects our bodies from germs and helps protect other organs from injury. It also keeps the inside of our bodies at the right temperature.

Ask students to describe how their skin is like a glove (protects hands from dirt, germs, cold, etc.). How is it like a thermos bottle? (It keeps what's inside warm.)

It also helps us receive messages such as hot, cold, sharp, soft, smooth, rough, etc., when we touch something. Nerve cells in the skin send the message back to the brain.

Tell students that their skin provides important protection for them, so they need to protect their skin. Ask them for some ideas about how they can protect their skin (keep it clean, use lotions to soften it).

Tell students that one of the most important things they can do to protect their skin is to wear sunscreen when they're outside. Ask students what happens when they spend too much time in the sun (sunburn).

Explain that the sun's rays can be very harmful to skin. Too much exposure to sun can even cause diseases (e.g., cancer). Tell students that it's very important to wear sunscreen when they're outside, because sometimes you can't tell that the sun is hurting the skin.

Distribute drawing paper and art supplies, and tell students to make a poster to show other students one important thing they can do to protect their skin.

Note: If desired, students can work in small groups to design and create posters.

■ Show students the **Body Systems** transparency or poster. Tell them this identifies the body's systems. Read the name of each system to students. Tell them they will be learning more about some of these systems as they study health this year.

Note: The reproductive system is covered in Grade 6 of *Actions for Health*. This unit is an appropriate place to make use of any special programs on reproduction your school or district may have for this level.

■ Distribute the **What a Body!** worksheet. Point out the names of the body systems at the top of the page. Tell students to find these names in the word search puzzle.

Evaluation

Assess students' work on posters for their ability to illustrate ways to protect the skin.

Assess students' work on the **What a Body!** worksheet for their ability to identify the names of body systems.

Follow-Up/Extension

To help students understand the uniqueness of each person's skin, fingerprint each student and post the fingerprints side by side for all students to inspect.

Suggested Resources

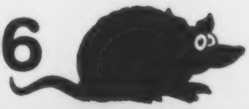
Growing Older: Facts and Feelings. J. Hiatt. Santa Cruz, CA: ETR Associates. This illustrated booklet helps boys and girls understand the physical and emotional changes of puberty.

Your Wonderful Body! Washington, DC: The National Geographic Society.

TEACHER

Building a Body

Cell Smallest living part of the body.	**Student** Individual child at a school.
Tissue Many cells of the same kind.	**Classroom of Students** All the children in a class.
Organ Parts of the body that do special jobs. Made up of tissues.	**School** All the classrooms in a school.
Body System Organs that work together.	**School District** All the schools in the same area.



Body Systems

Skeletal

Muscular

Circulatory

Nervous

Respiratory

Urinary

Digestive

Endocrine

Reproductive

Name ____

What a Body!

Directions: Look at the names of the body systems. Find these names in the puzzle.

skeletal
muscular
circulatory
respiratory
nervous
digestive
urinary
endocrine
reproductive

d	c	o	n	x	b	a	c	i	m	c	y	l	k	u	m
t	r	h	i	o	n	l	e	g	d	i	s	q	d	n	y
s	c	g	t	i	y	r	o	t	a	r	i	p	s	e	r
k	j	r	m	p	u	l	z	m	w	c	u	l	h	r	t
y	f	b	s	r	e	p	r	o	d	u	c	t	i	v	e
a	l	u	w	r	c	h	m	p	e	l	i	o	t	o	r
l	e	c	n	a	n	a	d	y	r	a	n	i	r	u	a
e	s	k	e	l	e	t	a	l	x	t	r	a	l	s	q
m	z	s	w	u	d	r	e	n	d	o	c	r	i	n	e
s	b	a	r	c	i	e	f	n	p	r	n	e	h	a	t
e	v	i	t	s	e	g	i	d	z	y	j	r	e	k	c
e	d	i	d	u	c	l	n	j	e	n	i	s	o	n	p
b	b	i	l	m	o	r	i	y	w	a	c	l	e	g	a

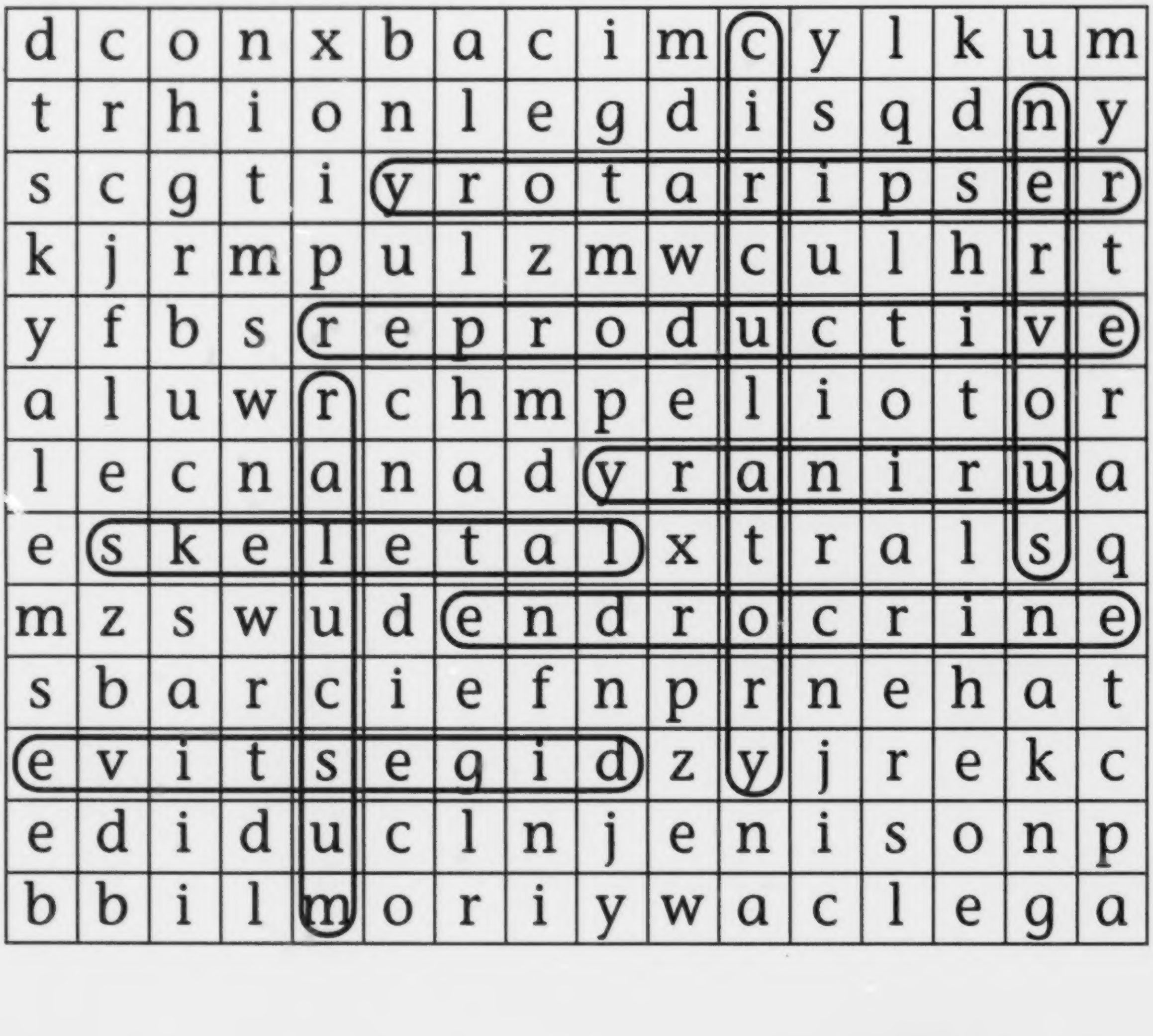
TEACHER

What a Body!

Key

Directions: Look at the names of the body systems. Find these names in the puzzle.

skeletal	respiratory	urinary
muscular	nervous	endocrine
circulatory	digestive	reproductive



d	c	o	n	x	b	a	c	i	m	c	y	l	k	u	m
t	r	h	i	o	n	l	e	g	d	i	s	q	d	n	y
s	c	g	t	i	y	r	o	t	a	r	i	p	s	e	r
k	j	r	m	p	u	l	z	m	w	c	u	l	h	r	t
y	f	b	s	r	e	p	r	o	d	u	c	t	i	v	e
a	l	u	w	r	c	h	m	p	e	l	i	o	t	o	r
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e	s	k	e	l	e	t	a	l	x	t	r	a	l	s	q
m	z	s	w	u	d	e	n	d	r	o	c	r	i	n	e
s	b	a	r	c	i	e	f	n	p	r	n	e	h	a	t
e	v	i	t	s	e	g	i	d	z	y	j	r	e	k	c
e	d	i	d	u	c	l	n	j	e	n	i	s	o	n	p
b	b	i	l	m	o	r	i	y	w	a	c	l	e	g	a

LESSON

10

Factors That Influence Growth

Objective

Students will be able to differentiate growth factors that they can and cannot control.

Time

One or two class periods.

Overview

In this lesson, students learn about several factors that affect growth, including the endocrine system. They play a game that emphasizes growth factors they can control. They then use a worksheet to classify some growth factors as things they can or cannot control.

Integration

Language arts, science.

Teacher Materials and Preparation

HAVE:
✓ Scissors and glue for students.
✓ Popcorn or other small objects to use as bingo markers.

COPY:
✓ **Here We Grow! Bingo Card** worksheet, one for each student.
✓ **Here We Grow! Bingo Squares** worksheet, one for each student and one for you.
✓ **All About Growing** worksheet, one for each student.

MAKE:
✓ Transparency or chart of **How We Grow.**
✓ Transparency or poster of **Endicott—Endocrine System Specialist.**

PREPARE:
✓ Cut apart one sheet of **Here We Grow! Bingo Squares** to use for calling during the game. Place them in a bowl or container.

REVIEW:
✓ **Wellness Bingo *Directions*.**

Procedure

■ Ask students to name some ways they are growing, as discussed at the beginning of Lesson 9. Then ask students to raise their hands to indicate which of the following statements they agree with:

- We have control over how we grow. What we do affects how much we grow and how fast.

- We have no control over how we grow. It just happens.
- We have some control over how we grow. But there are also some things about growing that just happen.

Explain that the last statement is most correct. We can do many things to help our bodies grow, but there are also many things about growing that we cannot control.

■ Tell students that two factors we cannot control are genetics and the endocrine system. Show students the **How We Grow** transparency or chart and refer to it during this discussion.

Explain that genetics refers to the traits we received from our birth parents. The color of hair and eyes, the shape of nose and hands, and many other things about how we look were determined long before we were born—when we were still growing inside our mothers.

How tall we grow is also affected by genetics. Taller people may have one or two tall parents or tall grandparents. Shorter people may have parents and/or grandparents who are shorter.

How fast we grow may also be affected by genetics. As babies, we grow very quickly. As we get older, we begin to grow at a slower rate. Then, sometime between nine and thirteen, most children start growing very quickly again. At this age, we begin to grow to our adult height. This time of growing quickly is called a *growth spurt*.

Girls usually begin their growth spurt at a younger age than boys do, although some boys may begin their growth spurt at a younger age than some girls. The age when you start your growth spurt may be partly controlled by genetics, traits you received from your parents.

■ Point out the second factor on the Things You Cannot Control list—the endocrine system. Show students the transparency or poster of **Endicott, Endocrine System Specialist**. Tell students that Endicott is an expert on the endocrine system.

Ask students to look at Endicott's name. How can his name help them remember the endocrine system? (Both start with *end*.)

Tell students the major organs of the endocrine system are the pituitary gland, the thyroid gland and the pancreas. Explain that this system controls the amount of chemicals in the body so we grow normally and our bodies work as they should.

Point out the pituitary gland. Explain that the pituitary gland produces a special chemical called a hormone. This hormone helps give the body directions for growing. For example, when the pituitary gland sends our bones the signal to grow, the bones begin growing and we get taller.

Add that how well our endocrine system works is decided before we are born, when we're still growing inside our mothers. If the endocrine system doesn't work correctly, doctors may be able to give medicine to help fix it. But there's nothing we can do ourselves to control our endocrine system.

■ Explain to students that even though they can't control genetics or the endocrine system, they can take charge of many things that affect how they grow.

Tell students that all growth begins with the cells. Remind students that cells are the smallest living unit in the body, the building blocks of the body. Cells build tissues.

Point out the word *Nutrition* on the **How We Grow** chart. Ask students if they know what the word means. Tell students that nutrition refers to eating healthy foods, foods that have lots of nutrients in them to help the body grow.

Explain to students that cells need the nutrients in food to grow. When cells get the nutrients they need, they get bigger. When they get very big, they divide in half. So good nutrition creates larger cells and more cells.

Add that as cells grow, tissues get bigger. As tissues grow, organs get bigger. Tell students that when organs like bones and muscles get bigger, we get taller and heavier.

Point out the next factor under Things You Can Control—*Exercise*. Ask students how exercise might help us grow. Explain that exercise helps build stronger muscles and bones.

Point out *Rest and sleep*. Ask students how they think rest helps us grow. Explain that rest and sleep give the body a chance to build new cells and repair old ones. It's hard for the body to do this while we are active during the day.

Point out the last factor—*Keeping clean*. Tell students that being sick can interfere with normal growth. Keeping the body clean helps us avoid the germs that can make us sick.

■ Review the entire **How We Grow** transparency or chart. Remind students that we can't do anything about genetics or the endocrine system. These factors were determined when we were still growing inside our mothers, long before we were born.

Point out that we can do many things to stay well and help us grow. Review the things we can control—eating healthy foods, getting exercise and rest and keeping clean. Tell students these actions can help our bodies get the things they need to grow to the best size for us. Emphasize that different people will grow to different sizes.

■ Tell students that now the class is going to play a special kind of Bingo called Wellness Bingo. Tell them this game will help them remember some of the things they can do to help themselves grow and stay healthy.

Distribute the **Here We Grow! Bingo Squares** and **Here We Grow! Bingo Card** worksheets. Point out that there are 42 squares on the **Here We Grow! Bingo Squares** worksheet. Tell students to read all the squares. Explain that all 42 squares have a good health behavior related to growing.

Distribute scissors and glue, and tell students to select and cut out 24 squares from the **Here We Grow! Bingo Squares** worksheet to fill the 24 empty squares on the **Here We Grow! Bingo Card** sheet. Tell them

they can leave the middle square, with Irma Armadillo in it, open as a free space.

When students have constructed their bingo cards, play several games. (See **Here We Grow! Bingo** ***Directions.***) Each time a winner is declared, ask him or her to select one of the behaviors on the bingo card and explain why it contributes to growth.

- Distribute the **All About Growing** worksheet. Tell students to classify each of the growth factors listed as something they can or cannot control.

Evaluation

Assess students' responses on the **All About Growing** worksheet for their ability to differentiate between growth factors they can or cannot control.

Home/Family Involvement

Encourage students to talk with adult family members about how old they were when they went through their growth spurts.

Follow-Up/Extension

Have students create graphs to show the differences in genetic characteristics among their classmates. Students might graph hair colors, eye colors, left-handedness or right-handedness, or any genetically determined factor of their choosing.

Using a growth chart, measure each student at this time. Measure students again in the spring to see how much they've grown.

Suggested Resources

Am I Fat? Helping Young Children Accept Differences in Body Size. J. Ikeda and P. Naworski. Santa Cruz, CA: ETR Associates. This practical guide for teachers, parents and other caregivers offers ideas to encourage acceptance of diversity in body size.

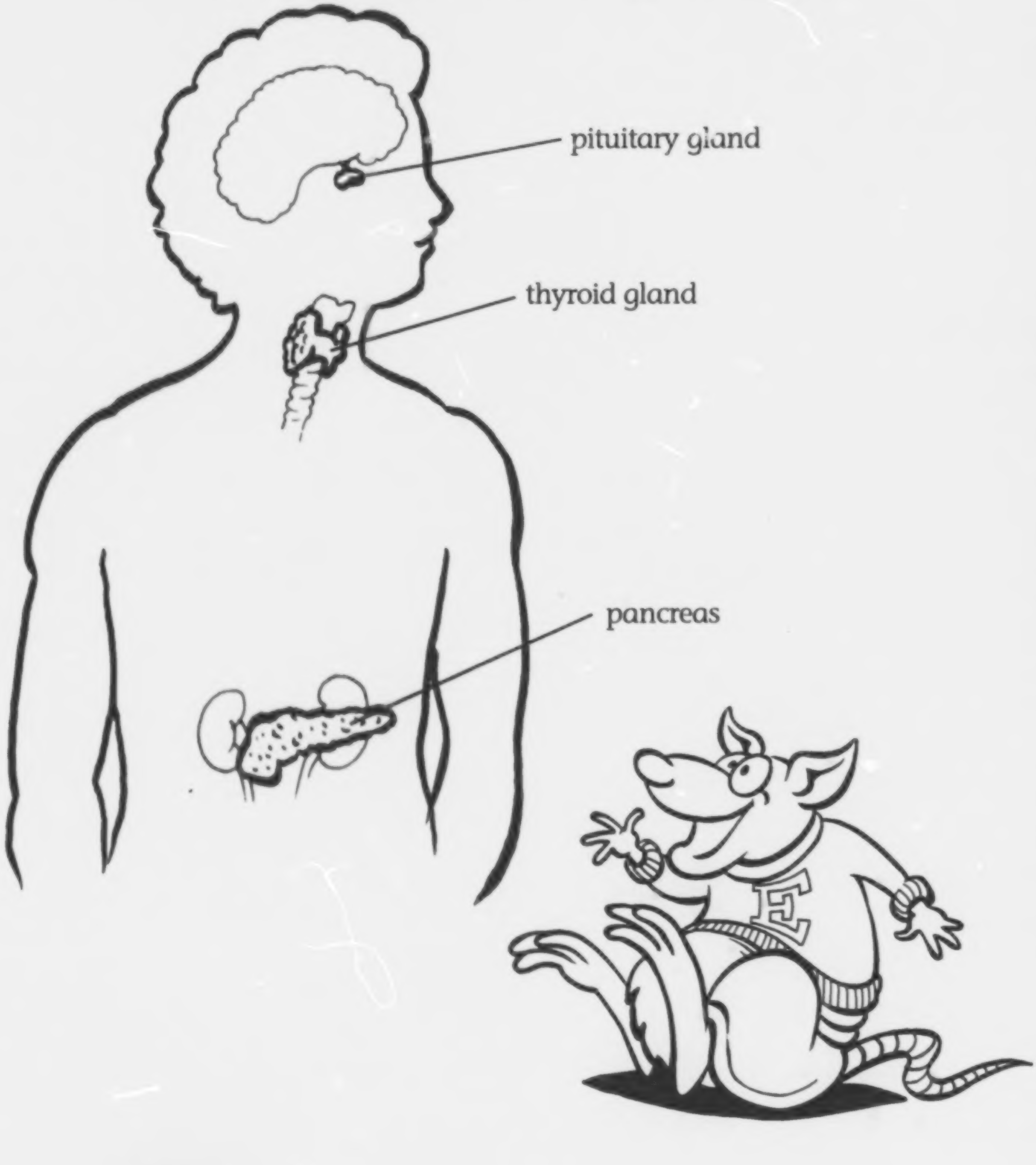
TEACHER

How We Grow

Things You Cannot Control	Things You Can Control
Genetics	Nutrition
Endocrine system	Exercise
	Rest and sleep
	Keeping clean

TEACHER

Endicott—
Endocrine System Specialist


pituitary gland
thyroid gland
pancreas
E

Here We Grow! Bingo

Directions

Copy and cut apart one page of the **Here We Grow! Bingo Squares**. Mix these squares together in a bowl or other container. To play the game, draw one square at a time from the box and read it to students. Set aside the squares you've read from; don't put them back in the bowl until the game is finished.

Tell students to use a marker (popcorn) to cover a square on the Here We Grow! Bingo Cards they made if it matches the one you read. Tell students to call out "Bingo" (or to raise their hands) when they have covered five squares in a straight line (either across, up and down or diagonally). Explain that the free square in the center of the card (with a picture of Irma Armadillo) counts as a covered square.

When a student calls Bingo, you may want to check to be sure the squares the student has covered match the squares you read.

You can vary the game by telling students to call Bingo when they've covered the four corner squares or when they've covered squares in a pattern that forms a T or an X.

Name ______________________________

Here We Grow! Bingo Squares

Directions: Cut out 24 squares from this page to glue on your **Here We Grow! Bingo Card.**

Eat fruit for a snack.	Drink a glass of water.	Keep your hair clean.	Jump rope.	Try popcorn or pretzels instead of chips.	Play running games.
Ride your bike.	Eat fresh vegetables.	Take a shower or bath.	Dance.	Have yogurt for dessert instead of cake.	Use stairs instead of elevator.
Roller-skate.	Practice shooting baskets.	Eat rice or pasta.	Go swimming.	Play on the monkey bars.	Wash your hands after using the bathroom.
Take a ten-minute rest.	Wash your hands before eating.	Try a baked potato.	Go on a hike.	Play soccer.	Choose a healthy snack.
Drink a glass of milk.	Brush and floss your teeth.	Have a peanut butter and jelly sandwich.	Sleep eight to ten hours a night.	Walk to the library or store.	Have fun at the playground.
Eat salad.	Keep fingernails clean.	Eat protein (meat, fish, nuts, beans).	Go to bed on time.	Try carrots or cantaloupe.	Play tag.
Drink fruit juice.	Wash your face twice a day.	Eat breakfast.	Take a nap if you're tired.	Have some orange juice.	Eat lunch.

Name ______________________________

Here We Grow! Bingo Card

Directions: Glue a Here We Grow! Bingo square to each square on this card except the center square. Then use this card to play Bingo in class.

		 Free		

Name ____

All About Growing

Directions: Read the list of factors that affect how you grow. Think about each one. Decide if it is something that you *can* control or something that you *cannot* control. Write the things that you *can* control in that column. Write the things that you *cannot* control in the other column.

Nutrition
Endocrine system
Exercise
Rest and sleep
Keeping clean
Genetics

I can control	I cannot control

LESSON

11

Exercise and Play

Objective

Students will be able to illustrate activities that promote health and fitness.

Time

One or two class periods.

Overview

This lesson focuses on the important role exercise plays in promoting good health. Students are introduced to the organs of the skeletal system, the muscular system, the circulatory system and the respiratory system. They discuss how exercise benefits these body systems. They then work in small groups to classify some activities by the types of benefits the activities provide. Students also complete a worksheet about their activities.

Integration

Physical education, science.

Teacher Materials and Preparation

HAVE:
✓ Tape recorder.
✓ Tape of lively music appropriate for a workout.
✓ Dish of gelatin (optional).
✓ Art supplies (crayons or markers) for students.

COPY:
✓ **How Exercise Helps** worksheet, one for each student.
✓ **Healthy Choices About Exercise** worksheet, one for each student.

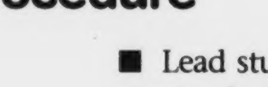
MAKE:
✓ Transparency or poster of **Scarlet Muriel—Skeletal-Muscular Systems Specialist**.
✓ Transparency or poster of **Cicero Remus—Circulatory-Respiratory Systems Specialist**.

PREPARE:
✓ **Class Workout**, using the **Class Workout *Directions***. Or ask a PE teacher to prepare and present a class workout.

Procedure

■ Lead students through the **Class Workout.** When the workout is over, ask students what they think today's health lesson is about (exercise). Ask students to raise their hands to indicate whether they agree or disagree with each of the following statements:

- Exercise helps me grow.
- Any physical activity, like exercise or playing, is a healthy choice.



Ask a few students why they agree. Explain that most experts think that any physical activity, including exercise and play, is a very healthy choice. Besides helping us grow, exercise can improve the three kinds of health discussed in Lesson 1—social, mental/emotional and physical.

■ Mark three columns titled SOCIAL, MENTAL/EMOTIONAL and PHYSICAL on the board. Ask students to identify some of the benefits of exercise. As students name the benefits, ask them to identify which category each benefit falls into—social, mental/emotional or physical.

Be sure the list includes the following benefits:

- You learn how to win and lose (social).
- You learn how to follow rules (social).
- You learn the consequences of breaking rules (social).
- You can learn sportsmanship, cooperation and friendship (social).
- As you develop new skills, you feel better about yourself (mental/emotional).

■ Tell students that today they'll be learning more about how play and exercise help improve *physical health*. Show students the **Scarlet Muriel—Skeletal-Muscular Systems Specialist** transparency or poster.

Ask students to look at Scarlet Muriel's name and figure out how her name can remind them of the skeletal system and the muscular system. (Her first name starts with an *s* as in skeletal; the first two letters of her second name are *mu,* the same as the first two letters of muscular.)

Tell students that bones are the organs of the skeletal system. Explain that the skeletal system forms the frame of the body. It helps the body sit, stand and move, and it protects the other organs of the body. Have students feel and describe several of their bones, including the skull, the lower arm, the wrist, the shoulder, the ribs. Ask students to put their hands on their hearts. Can they really feel their hearts? Why not? (The ribs are protecting the heart.)

Then tell students to visualize a bowl of gelatin (or have a bowl of gelatin on hand). Tell them to imagine that their body is like gelatin—without any bones. Discuss whether they would be able to move.

Move on to the muscular system. Tell students that muscles are the organs of the muscular system. Explain that muscles connect to the bones and help the body move. Tell students muscles are also part of other body organs like the heart and the intestines.

Have students move several of their muscles, including the tongue, the cheeks, the abdomen, the eyelids. Have them feel the muscles in their arms.

Ask students if they've ever eaten a chicken drumstick or leg. Do they remember how the meat is attached to the bone? The meat on a drumstick is mostly the muscle of the chicken.

Tell students that exercise and play help both the bones and the muscles become stronger. Explain that some exercises also help stretch the muscles to make them more flexible, easier to bend and move. Flexible muscles help prevent muscle injuries.

■ Show students the **Cicero Remus—Circulatory-Respiratory Systems Specialist** transparency or poster. Ask students how Cicero Remus's name can help them remember these two systems. (The first two letters in his names are the same as the first two letters of the systems.)

Identify the circulatory system organs and parts—heart, blood, blood vessels (arteries and veins). Tell students that this system keeps blood pumping throughout the body constantly.

Explain that the blood carries food and oxygen to all the cells in the body. It also removes waste products from the cells to be removed from the body.

Point out the respiratory system and its organs—nose, mouth, trachea, lungs. Tell students this system allows the body to breathe in oxygen, which the cells need to live. It also gets rid of the carbon dioxide (a waste product) that the cells make.

Tell students that exercise and play help both the circulatory and respiratory systems. Explain that exercise helps the circulatory system by strengthening the heart and increasing circulation of the blood.

Tell students to place their hands on their hearts and feel their hearts beat. Ask students how often their hearts beat in a minute (80 times). Have them calculate how many times their hearts beat in an hour (60 x 80 = 4,800) or how many times their hearts beat in a day (4,800 x 24 = 115,200).

Have students jog in place for about one minute. Then have them place their hands on their hearts and notice what is happening (their hearts are beating faster). Tell students that when the heart beats faster, blood is being pumped through the heart at a faster speed, so blood is circulating faster through the body.

Tell students to pay attention to their breathing. Ask them to close their eyes, take a deep breath through their noses, and hold that breath. After three or four seconds, have them breathe out. Repeat two or three times. Ask students to describe what they experienced.

Have students hold their noses. Now how do they breathe? (through their mouths)

Explain to students that exercise also helps their lungs work better. Why do they suppose that is? Explain that when you exercise, you need to take in more oxygen, so you breathe more and you breathe more deeply.

■ Explain that three of the physical benefits of exercise and play are that it builds strength (makes muscle stronger), it builds flexibility (helps muscles bend and move), and it helps make the heart stronger. Tell students that one way to classify physical activity (exercise and play) is by the way it helps or benefits the body.

Tell students that some activities help the body in one way. Other activities help the body in more than one way.

- Distribute the **How Exercise Helps** worksheet. Divide the class into groups of four. Tell students to discuss the worksheet with their groups. Point out the headings at the top of the three columns—Strength, Flexibility, Stronger Heart.

Tell groups to decide which column each of the activities listed on the worksheet belongs in. Tell students to write each activity in the appropriate column. Discuss the worksheet as a class. Ask groups to report on some of the benefits of the activities.

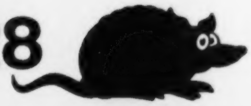
Tell students to read through the list of activities on the worksheet and circle any activity on the page that they have done in the past two weeks. Then tell them to put a star next to the things they would like to do in the next two weeks.

Ask students how our friends affect the exercise we do. Point out that if our friends like to jump rope, we'll probably want to jump rope with them. Tell students that this is an example of peer power. But if our friends like to watch television instead of playing or exercising, we might choose to watch TV with them instead of getting some exercise. Ask students if this choice is an example of positive or negative peer pressure (negative).

- Distribute the **Healthy Choices About Exercise** worksheet. Tell students to answer the questions about their activities and draw a picture of one of the activities.

Evaluation

Evaluate students' responses on the **Healthy Choices About Exercise** worksheet for their ability to describe the benefits of exercise.



Follow-Up/Extension

Have students create their own workouts to music and teach them to others in the class.

To help students understand how the skull protects the brain, place a raw egg in a small plastic bag. Challenge students to break the shell by trying to squeeze the egg in one hand. Tell students to place the egg deep in the palm of their hand rather than using their fingertips to break it.

After several students have tried, break the egg into a bowl. Then using a fork or knife, break up the yolk. Help students generalize that as long as the shell is in place, the yolk is protected. Once the shell has been broken, it is easy to break the yolk. Tell students that the skull protects the brain in a way similar to the way the eggshell protects the egg yolk.

TEACHER

Class Workout

Directions

Plan a two- to three-minute workout to do with your class. Choose a song with a strong rhythmic beat to accompany the workout.

Music suggestions:

- aerobic dance music
- music from exercise tapes (audiotapes, videotapes)
- music from the "Hooked On..." series, such as "Hooked on Classics"
- march music

Choose any of the following activities. Feel free to add other ideas to this workout.

Things to do with feet:

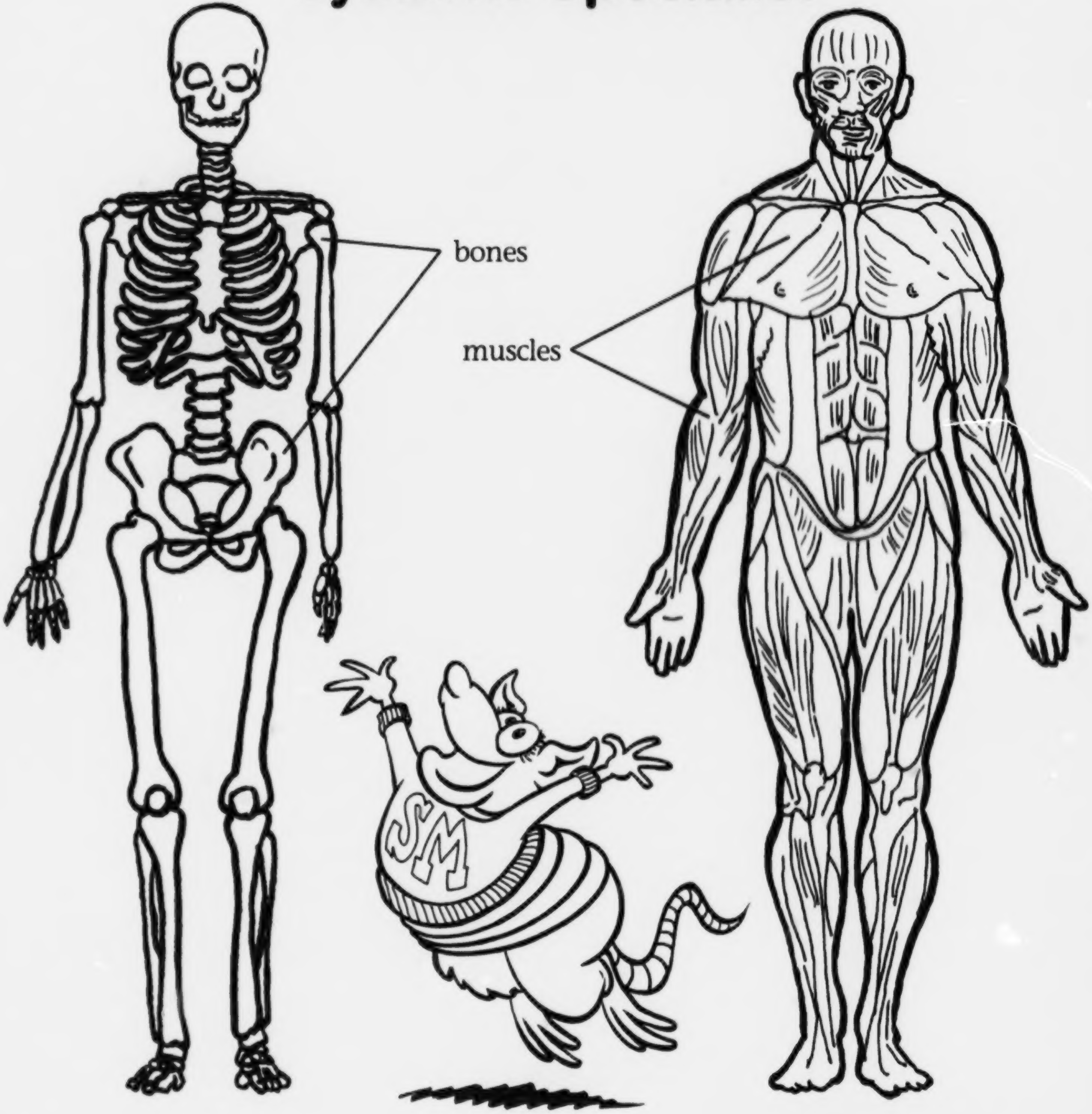
- Walk in place.
- Jog in place.
- Take exaggerated steps (as in high-step marching).
- Jump lightly in place.
- Jump to spread-legs position. Jump back to legs-together position.
- Start with one leg forward, one leg back. Jump and reverse.

Things to do with arms:

- Point arms up to ceiling, one at a time.
- Clap.
- Snap fingers.
- Move arms in circles.
- Move arms forward and back.
- Swing arms from side to side.
- Touch top of head, then shoulders, then hips, and repeat several times.

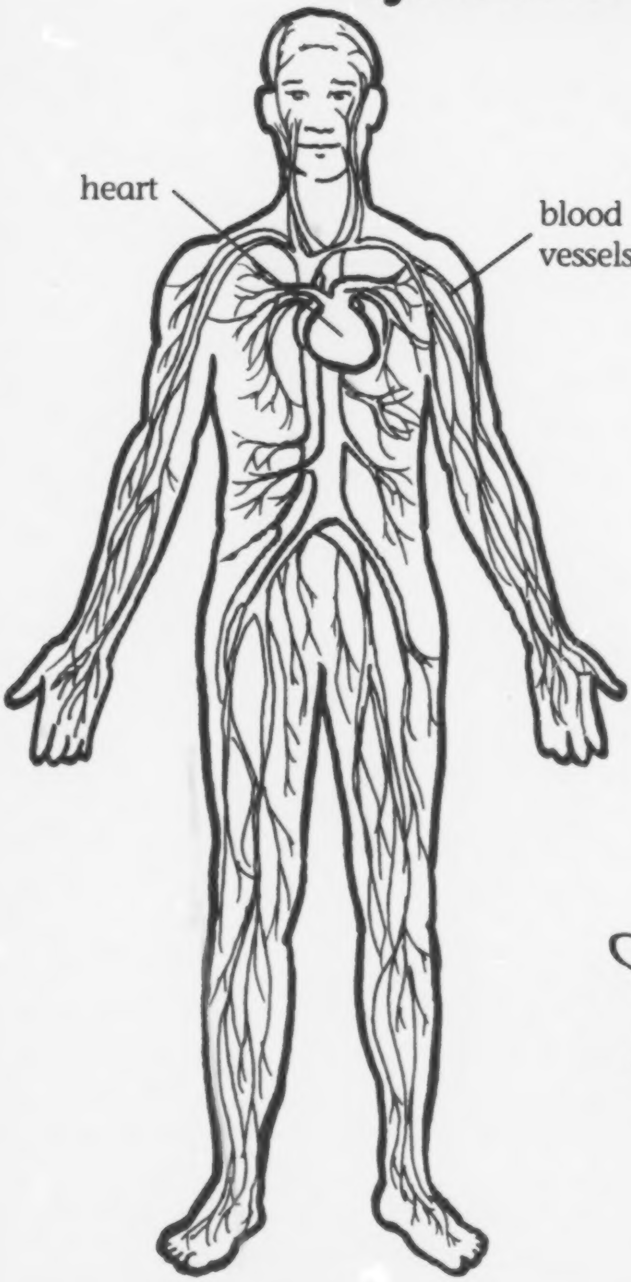
TEACHER

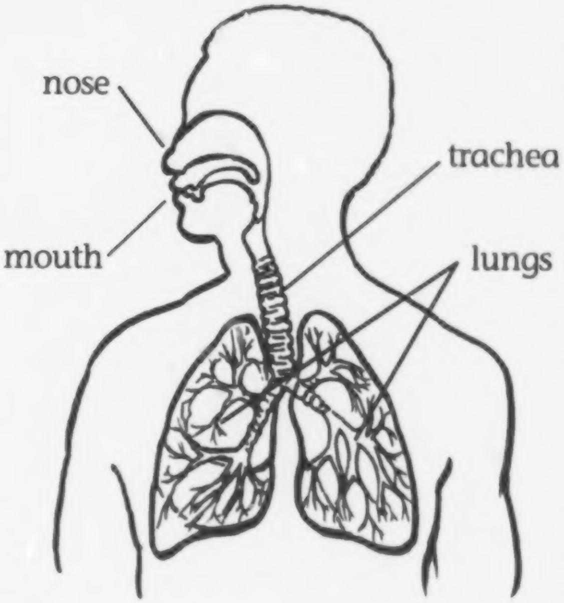
Scarlet Muriel—Skeletal-Muscular Systems Specialist


bones
muscles
SM

TEACHER

Cicero Remus—Circulatory-Respiratory Systems Specialist


heart
blood vessels


nose
trachea
mouth
lungs

Name ____

How Exercise Helps

Directions: With your group, discuss how the activities listed help the body. Do they build strength, flexibility or a stronger heart? Write the name of the activity in the column it belongs in. Then circle any of the activities that you have done in the last two weeks. Put a star next to any activities you would like to try in the next two weeks.

Strength	**Flexibility**	**Stronger Heart**
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

climbing
gymnastics
running
swimming
tumbling
monkey bars
ballet
walking
chin-ups
push-ups
yoga
sit-ups
tennis
riding a bicycle
throwing balls
soccer
tug-of-war
jumping rope

BEST COPY AVAILABLE

TEACHER

How Exercise Helps

Example

Directions: With your group, discuss how the activities listed help the body. Do they build strength, flexibility or a stronger heart? Write the name of the activity in the column it belongs in. Then circle any of the activities that you have done in the last two weeks. Put a star next to any activities you would like to try in the next two weeks.

Strength	Flexibility	Stronger Heart
climbing	*gymnastics*	*running*
monkey bars	*tumbling*	*swimming*
chin-ups	*ballet*	*walking*
push-ups	*yoga*	*riding a bicycle*
sit-ups		*soccer*
tennis		*jumping rope*
throwing balls		
tug-of-war		

climbing
gymnastics
running
swimming
tumbling
monkey bars
ballet
walking
chin-ups
push-ups
yoga
sit-ups
tennis
riding a bicycle
throwing balls
soccer
tug-of-war
jumping rope

Name ________________________________

Healthy Choices About Exercise

Directions: Answer the questions about activities that you do. Then draw a picture of one of the activities.

1. What activities build strength? ________________________________

____

2. What activities build flexibility? ________________________________

____

3. What activities build a stronger heart? ________________________________

____

LESSON

12

Getting Your Sleep

Objectives

Students will be able to identify healthy choices about rest and sleep.

Students will be able to describe ways that sleep helps the body.

Time

One class period.

Overview

In this lesson, students discuss the effects that rest and sleep have on the body and the choices they make about rest and sleep. They listen to a story about the effects of not sleeping. They then complete a worksheet that encourages them to get ten to eleven hours of sleep each night.

Integration

Language arts, math, science.

Teacher Materials and Preparation

HAVE:
✓ Scratch paper, one piece for each student.
✓ Writing paper, one or more pieces for each student.

COPY:
✓ **When I Sleep** worksheet, one for each student.

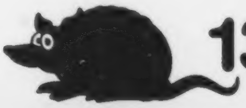
MAKE:
✓ Transparency or poster of **Natasha—Nervous System Specialist.**

REVIEW:
✓ **The Armadillo Who Would Not Sleep** story, before reading it to the class.

Procedure

■ Begin this lesson with a riddle. Ask students to listen to the following clues and answer the question, what are you doing if these things are happening?

- heart beats more slowly
- body breathes less often
- brain slows down
- nerve cells are less active
- body is busy repairing and replacing old cells
- body is using less energy



The answer is *sleeping*. Tell students that sleep affects many body systems, but especially the circulatory and respiratory systems. Explain that the heart beats more slowly and breathing is slower when we sleep.

■ Tell students that the nervous system is also affected by sleep and rest. Show students the **Natasha—Nervous System Specialist** transparency or poster. Point out the nervous system organs—brain, spinal cord, nerves.

Tell students the nervous system helps control all the activity of the body. The brain is the headquarters of the body.

Tell students that the nervous system also controls organs like the heart and lungs automatically, so you don't have to remember to tell them to do their job. It makes the five senses (sight, smell, hearing, touch and taste) work.

Ask students to generate a list of all the ways they use their brains each day. Responses may include:

- to see
- to hear
- to read
- to do math or other schoolwork
- to remember people's names
- to smell
- to talk
- to know how to play a game
- to use the computer

Explain that sleep helps the nervous system because it lets the brain slow down and the nerve cells be less active.

■ Tell students that feeling tired is a signal that we need to rest. Feeling tired is the body's way of protecting itself from working too hard. Sleep is one way the body replenishes its energy. When we rest, slow down, and sit or lie still for a while, we also help the body replenish energy.

Tell students to write on a sheet of scratch paper how many hours of sleep they think the average nine year old needs each night. Have them hold their papers up. Report the range of answers. Tell students that nine year olds, on the average, need about ten to eleven hours of sleep per night.

Tell students that adults, on the average, need between five and eight hours sleep each night. Ask students why they think children need more sleep than adults. Explain that children need more sleep because they are growing and because they are often more active than adults.

Ask students how many hours of sleep a baby needs. Tell students that babies sleep more than they are awake. Explain that babies are growing even faster than children, so they need even more rest. Ask students why toddlers, children ages one to four, usually take naps during the day, in addition to the sleep they get at night (because young children are still growing very fast and they're usually very active).

Tell students that there's a quick way to know if they are getting enough sleep. Explain that even though they may feel sleepy when they get up, within an hour of waking, they should feel refreshed. So if they have had enough sleep, they should feel wide awake by eight o'clock in the morning if they get up at seven o'clock.

■ Discuss the choices students make about sleep. Tell students that getting enough sleep helps us stay healthy. Note that even though many students have a bedtime, they still make choices about sleep. Ask what some of those choices are. Responses may include:

- choosing whether or not to cooperate about getting to sleep on time
- choosing to try to fall asleep when you go to bed or to read or do something else that keeps you awake
- choosing to go to sleep when you feel tired or to fight sleepiness and force yourself to stay awake

■ Tell students you're going to read them a short story about Irma Armadillo. Irma once tried not to go to sleep. Tell students to pay attention to some of the consequences that Irma experienced because she didn't sleep. Read the story of **The Armadillo Who Would Not Sleep.**

Discuss the story with students. Ask how Irma felt when she went without sleep (tired, grouchy, couldn't concentrate, head ached, eyes were sore, felt sick, was nervous).

Ask if anyone in the room has ever stayed up very late. Ask students how they felt when staying up. How did they feel before they went to sleep? How did they feel the next day?

Remind students that when you don't get enough sleep, your body doesn't have time to rest the brain, heart and lungs or time for cells to repair themselves. Ask students how they feel the next day when they do get enough sleep (refreshed, able to learn).

Ask students to suggest some records Irma could try to set relating to sleep. Responses may include:

- seeing how many consecutive days she gets ten to eleven hours sleep
- seeing how fast she can fall asleep each night

Tell students that Irma thought a long time about what goal she could work on. She finally decided to choose the goal of getting to bed *on time* for seventeen days in a row. Suggest that this goal may not be as exciting as trying to stay up for seventeen days and nights, but it's a healthier choice.

■ Tell students that some of the effects Irma felt from not getting enough sleep can also be caused by too much stress. Ask students if they know what stress is (upset feelings caused by pressure). Ask students for examples of things that cause stress. Possible responses include:

- taking a test
- being late to school
- arguing with a friend

Tell students that rest and sleep can help us deal with feelings of stress. Suggest that two ways to deal with upset feelings are to take a nap or to sit quietly and think about something nice. Add that getting enough sleep at night helps us stay healthy and handle stressful feelings, too.

- Distribute the **When I Sleep** worksheet. Tell students to fill in the two clocks to show a good bedtime for them and a good time to get up. Tell them to be sure these times let them get ten or eleven hours of sleep.

- Distribute writing paper and tell students to write a story about what happens to their body parts while they sleep. Suggest that the body parts talk to each other about how they feel. Let students illustrate the story if they like.

Evaluation

Assess students' work on the **When I Sleep** worksheet for their ability to identify healthy choices about rest and sleep.

Assess students' stories for their ability to describe the effects of sleep on the body.

Home/Family Involvement

Encourage students to take the **When I Sleep** worksheet home and discuss their bedtimes with their families.

Suggest that students interview a family member to find out how that adult knows when the student hasn't had enough rest.

Follow-Up/Extension

Encourage interested students to observe animals sleeping. Suggest they create a chart to compare and contrast various sleep traits, such as:

- Position of body during sleep.
- Are eyes opened or closed?
- Does animal move? If so, what part(s) of body move?
- Is breathing different than when animal is awake?
- What wakes animal up?

Have students add other items of interest to observe and note on the chart.

Several fairy tales have been written about what happens at night while children are sleeping. Have students read *The Steadfast Tin Soldier* by Hans Christian Andersen or a version of *The Nutcracker.*

The Armadillo Who Would Not Sleep

Irma Armadillo loves sports and all kinds of challenges. One day, while she was looking at her favorite magazine, Irma read about an armadillo named José from South America. José had stayed up for 17 days in a row without sleeping.

"Seventeen days," Irma said. "That's not very long. I bet I could stay up 17 days. In fact I bet I could stay up 18 days and beat José's record!"

And with that, Irma decided she would not sleep for the next 18 days and 18 nights.

The first night Irma stayed up all night watching videos and playing games. It wasn't easy to stay up all night, but she did it. And she felt okay, at least for a while.

After a few hours at school she started to feel tired. Her head began to hurt, and she was having trouble doing math. Her teacher walked over and asked if anything was wrong.

"No, no," Irma said. "I'm just a little tired."

Once again, Irma stayed up all night. To help her stay awake she listened to the radio all night long. Staying up the second night seemed a little harder than staying up the first night. But she did it.

When Irma got to school the next day, she felt very tired. She made several mistakes on her spelling test. Her head was pounding, and her eyes were sore. She felt a little nervous and kind of grouchy.

Her teacher stopped at her desk again and asked Irma if anything was wrong. "You don't look like yourself today, Irma," the teacher said.

Irma didn't feel very well, but she just said, "I'm fine. I just need a little rest."

Mr. Kamdar walked back to his desk, but he was very suspicious.

Irma went home and stayed up all night again. The third night was the hardest of all. She almost fell asleep several times, even though she was playing her favorite games. But she stuck it out. Once again, she stayed up all night.

By the time Irma got to school the next day, she was exhausted. Her legs were weak. She felt sick. She couldn't see straight, so of course she couldn't read.

Mr. Kamdar noticed right away. He insisted that Irma tell him what was going on.

"I haven't had any sleep for three nights," Irma said, "because I'm trying to break the record set by José Armadillo in South America."

Mr. Kamdar called Irma's family, and Irma was sent home. She went straight to bed and slept for a day and a night and another full day and night.

When she came back to school, Mr. Kamdar talked to her privately.

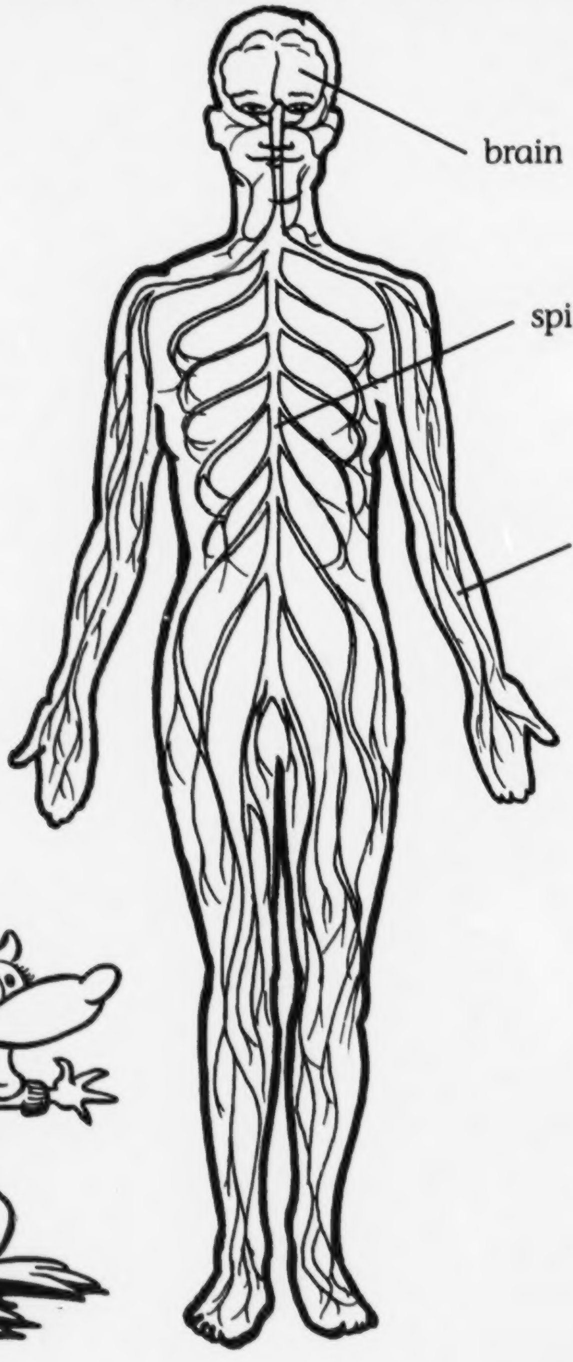
"Listen, Irma," he said, "it's good to set goals, but you need to be sure the goals you set are healthy choices. Going without sleep, for even one night, is not a healthy choice, is it?"

"No," said Irma. "After just one night without sleep, I was already very tired. And I had a hard time concentrating."

"Well," said Mr. Kamdar, "I have an assignment for you. I want you to set a record relating to sleep, but it has to be a healthy choice. You already know that going without sleep isn't healthy. Your job is to figure out a *healthy* sleep record you could set; then work on achieving that record. I'll give you a couple of days to decide what you're going to do."

TEACHER

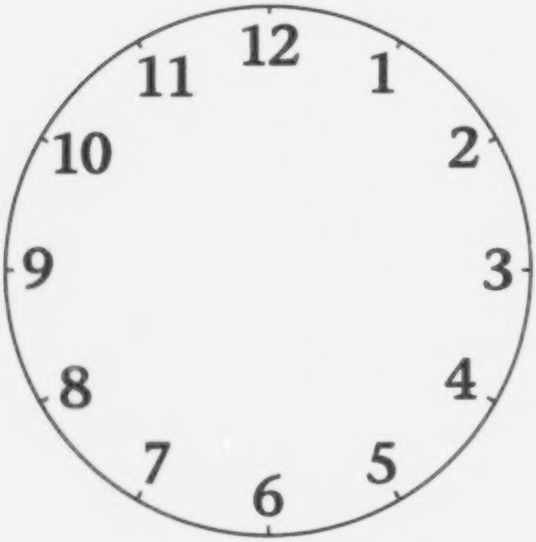
Natasha—
Nervous System Specialist


brain
spinal cord
nerves

Name ____

When I Sleep

Directions: Mark one clock to show a good time for you to go to bed. Mark the second clock with a good time for you to get up in the morning. Remember that you need ten to eleven hours of sleep each night.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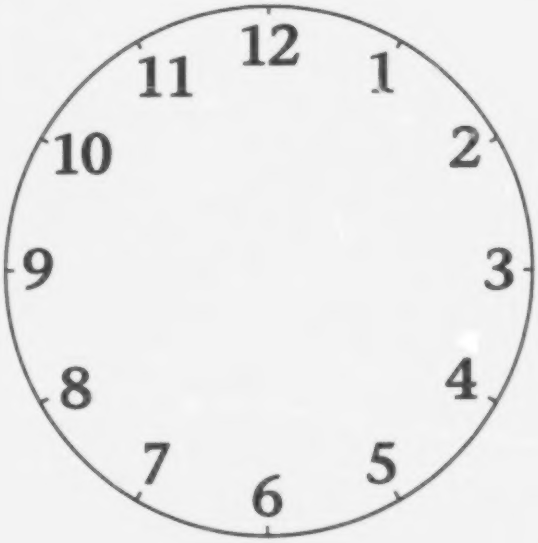
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LESSON

13 Viruses Cause Disease

Objectives

Students will be able to identify two types of germs that can cause disease.

Students will be able to illustrate how viruses affect the body's cells.

Students will be able to explain why HIV is not easily transmitted.

Time

One class period.

Overview

This lesson introduces the concept of viruses. Students see a demonstration of how viruses invade and destroy the body's cells. They then discuss how viruses are spread. Students then learn more about the virus that causes AIDS (HIV)—how it is spread, how to avoid infection and how it affects the body.

Note: Before you teach this lesson, be sure to check school and district guidelines on teaching about HIV. You may want to send the **HIV/AIDS Prevention** letter home with students before you teach this class.

Integration

Science.

Teacher Materials and Preparation

HAVE:
- ✓ Tennis ball.
- ✓ Golf ball.
- ✓ Large plastic egg (such as a L'eggs egg).
- ✓ 16 miniature marshmallows.

COPY:
- ✓ **Germs and Disease** worksheet, one for each student.
- ✓ **HIV/AIDS Prevention** letter, one for each student.

PREPARE:
- ✓ Place fifteen mini-marshmallows inside the plastic egg. Keep the sixteenth one to insert during class procedure.

REVIEW:
- ✓ **AIDS and HIV *Teacher Background Information.***
- ✓ **Germs and Disease *Key.***

Procedure

- Lead a quick review of the last few lessons. Ask students what two things that we *cannot* control affect our growth and our health (endocrine system and genetics). Remind students that in the last two lessons they've learned about two things they can control—two choices they can make to help their bodies stay well. What are those two choices? (Exercise and rest.)

- Tell students that even when we take very good care of our bodies, we may sometimes get sick. Ask if they know what causes illnesses.

Explain that many illnesses, such as colds, flu, chicken pox and HIV/AIDS, are caused by germs. Tell students that two kinds of germs are bacteria and viruses.

Explain that all germs are very small, so small they can only be seen under a microscope (a special instrument that magnifies things many times). But viruses are even smaller than bacteria.

Show students a tennis ball, a golf ball and a miniature marshmallow. Tell them that the tennis ball and the golf ball represent bacteria. Add that the marshmallow represents the size of a virus compared to the size of bacteria.

- Ask students if they remember what the smallest living part of the body is (cell). Tell students that viruses are even smaller than cells. Viruses make us sick when they get into our body's cells.

Show students a large plastic egg and the mini-marshmallow. Tell them the egg represents a cell. When the virus (the mini-marshmallow) gets into the cell, it begins to multiply. Slip the mini-marshmallow into the egg, keeping the other marshmallows in the egg concealed.

Explain that the virus multiplies until the cell is full of viruses. Pull the egg apart as you explain that the cell then bursts open and the viruses scatter throughout the body.

Show students the two halves of the egg, and explain that the cell has been destroyed by the viruses. Now the viruses will move through the body to invade and destroy other cells.

(Adapted with permission from J. K. Scheer. 1990. *Germ Smart: Children's Activities in Disease Prevention*. Santa Cruz, CA: ETR Associates.)

- Ask students how viruses get into the body. Explain that viruses are all around us. They enter the body through body openings such as the eyes, nose or mouth. They can also enter through cuts or punctures in the skin.

Tell students that many viruses, such as cold and flu viruses, are passed from one person to another through coughing, sneezing, sharing food or drinks, and even touching. Tell students that covering the nose and mouth when we cough or sneeze, and frequent hand washing, can help prevent the spread of these viruses. Remind them that our skin can help protect us from disease if we take good care of it.

- Tell students that other viruses, such as HIV, the virus that causes AIDS, are not spread by touch. HIV, human immunodeficiency virus, can live only inside the body. It is spread only through the contact or sharing of body fluids such as blood.

Note: HIV is also spread through semen and vaginal fluids. Check your school district's guidelines. If they permit, tell students that these body fluids also spread HIV.

Tell students that some viruses, such as HIV, can live in a person's body for a long time, four or five years or more, without making him or her sick. But that person could still spread the virus to others. Emphasize that you can't tell by looking if a person has a virus such as HIV. Also emphasize that you can't get HIV just by touching a person who has it.

Tell students that when HIV invades the body's cells, it weakens the body's ability to fight off disease. People with HIV may develop rare diseases that healthy people seldom get. AIDS is usually diagnosed after a person has been infected with HIV for many years. AIDS develops when the body's ability to fight disease has been seriously damaged.

■ Tell students that doctors and scientists have developed vaccines, special medicines, that protect people from many viruses. Remind students of the vaccinations they've had, such as polio, measles and mumps.

Tell them that many scientists and doctors are working very hard to find a vaccine to protect people from HIV. Emphasize that just as we can do many things to protect ourselves from other diseases, we can protect ourselves from HIV.

Tell students that we can avoid HIV by avoiding activities that share body fluids. Tell students that they should be very careful not to touch any needles they may find, because the needles could have traces of blood on them. Reassure students that doctors and nurses always use new, sterile needles when they give shots.

Explain that if people who use needles to inject drugs share the needles, they could become infected with HIV. Tell students they should never share needles for ear piercing or other activities. They should never use drugs. They should also avoid blood-brother/blood-sister games, which could mix blood from another person with theirs.

Note: Students in different areas may be aware of different blood-sharing activities. You should emphasize the activities your students are aware of. Check district guidelines. If they permit, tell students that HIV can also be spread during sexual intercourse.

Emphasize that HIV is very hard to get. If people don't share needles and don't have sex, they won't get HIV.

- Distribute the **Germs and Disease** worksheet and art supplies. Tell students to answer the questions and then to draw a picture or write about what viruses do to the body's cells.

Evaluation

Assess students' responses on the **Germs and Disease** worksheet for their ability to identify types of germs and to illustrate how viruses affect the body's cells. Also assess their ability to explain why HIV is not easily transmitted.

Home/Family Involvement

Distribute the **HIV/AIDS Prevention** letter, and ask students to take it home to their families. Encourage children to take their health folders home to show their families the work they've been doing. Remind them to return the folders before the next health class.

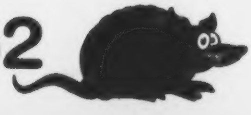
Suggested Resources

Does AIDS Hurt? Educating Young Children About AIDS. Second Edition. M. Quackenbush and S. Villarreal. Santa Cruz, CA: ETR Associates. This excellent book provides the practical tools needed to discuss HIV/AIDS in a simple, age-appropriate manner.

The Immune System: Your Magic Doctor (video). Irwindale, CA: Barr Films.

Slim Goodbody: AIDS and the Immune System (video). Bloomington, IN: Agency for Instructional Television.

Talking with Your Child About AIDS. Santa Cruz, CA: ETR Associates. Written to help and reassure parents, this pamphlet provides basic guidelines to follow when talking with children and offers specific advice and information about HIV/AIDS.



AIDS and HIV

Teacher Background Information

AIDS is a disease that breaks down a part of the body's immune system, leaving a person vulnerable to a variety of unusual, life-threatening illnesses. People with AIDS may also suffer from neurologic problems, including forgetfulness, difficulty walking and confusion.

HIV is the name of the virus that causes AIDS. "HIV" stands for "human immunodeficiency virus."

People may be infected with HIV for many years before they develop signs or symptoms of illness. An AIDS diagnosis is given when an individual with HIV infection meets certain medical criteria. Usually, this is at an advanced stage of HIV infection.

How Do People Get HIV?

HIV lives in certain body fluids, especially blood, semen and vaginal fluids. People become infected with HIV by taking the blood, semen or vaginal fluids of an infected person into their bodies. There are four ways this might happen:

- **Unprotected sexual intercourse.** People may take in the blood, semen or vaginal fluids of a sexual partner during vaginal, oral or anal intercourse. "Unprotected" intercourse means no condom or latex barrier was used.
- **Sharing needles or other equipment in injection drug use.** Injection drug users frequently share needles. Small amounts of blood may remain in a needle as it is passed from person to person. Sharing needles for other purposes (tattooing, ear or body piercing, injecting steroids or insulin) is also risky.
- **From an infected woman to her fetus or newborn.** A pregnant woman with HIV has a 20 to 30 percent chance of passing the virus on to her fetus or newborn.
- **Through an exchange of blood or other internal body fluids or tissues.** Several years ago, a number of people were infected with HIV through blood transfusions. People with hemophilia were treated

with medicines manufactured from human blood, and many became infected with HIV as a result of this. Today, medicines for hemophilia are manufactured so they cannot transmit HIV, and blood donated for transfusions is tested for the presence of HIV. The risk of HIV in a blood transfusion today is very small—about 1 in 100,000.

A few cases of HIV transmission have been traced to human organ transplants—organs were transplanted from a person with HIV and the recipient later developed the disease. Screening procedures are in place now to prevent such cases.

Some health care workers have become infected with HIV through accidents in which they were stuck with infected needles or exposed to the blood or internal fluids of persons with HIV. Established infection control guidelines can help prevent such accidents.

People do *not* get HIV from day-to-day, casual contact with family, friends, acquaintances, coworkers or the population at large.

How Can People Protect Themselves from HIV?

- Abstain from sexual intercourse. This is the only 100% effective way to protect oneself from HIV infection.
- Do not have unprotected intercourse (vaginal, oral or anal) with anyone unless you are *certain* that person does not have HIV. If there is any doubt, use condoms or latex barriers to help protect.
- Never share needles or other equipment for injection drug use, ear or body piercing, tattooing or any other purpose. If you do share, clean needles and equipment with bleach before sharing.
- Health care workers should follow universal precautions for avoiding the transmission of bloodborne diseases.

Who Can Become Infected with HIV?

Anyone can become infected with HIV if he or she has unprotected sexual intercourse or shares needles with someone else who is infected.

Are Heterosexuals Really at Risk for HIV?

Yes. While most cases of AIDS in the United States today are diagnosed among gay men or injection drug users, the percentage of people whose only risk is heterosexual contact has grown. In 1984, for example, fewer than 1 percent of all AIDS cases were heterosexual transmission cases (about 50 people). By the end of 1991, 7 percent of all AIDS cases were heterosexual transmission cases—a total of about 12,000 individuals.

In many other countries, HIV is transmitted primarily through heterosexual contact.

The relative risk for heterosexuals in most parts of the United States today is small. Those at highest risk are people with multiple sex partners in areas where HIV is already widespread. Heterosexuals, like other people, can keep their risks small by following safer sex guidelines and not sharing needles.

Are Teenagers at Risk for HIV?

Yes. Teenagers often experiment with drugs and sexual behavior. Some teenagers are sexually active with a number of different partners. Condom use, while increasing among teens, is still not widespread.

Because a person may have HIV for many years without being diagnosed with AIDS, the number of teenagers with AIDS is much lower than the number of teenagers with HIV.

By October 1992, more than 10,000 teenagers and young adults (under age 25) had been diagnosed with AIDS. Most of the young adults were probably infected during their teens.

These figures make it clear that HIV prevention education for teenagers is essential.

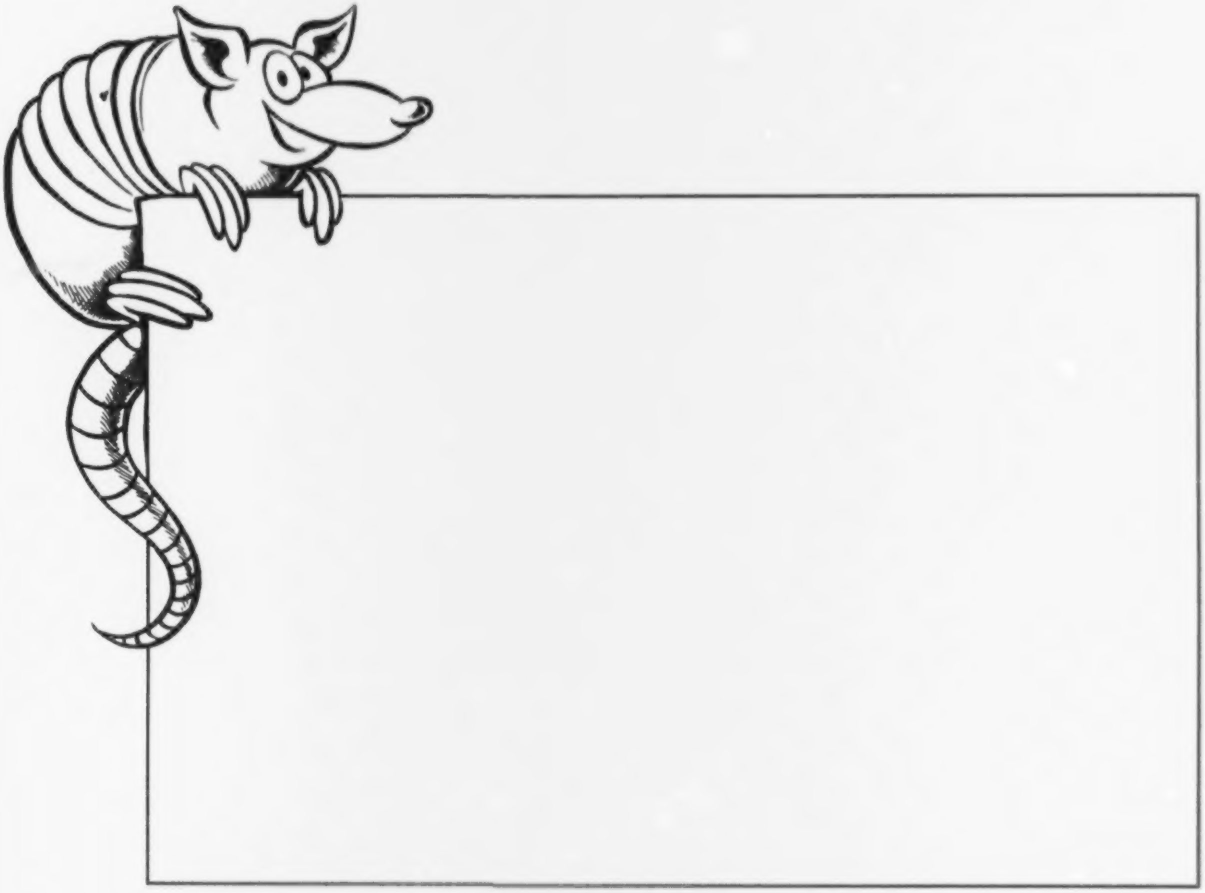
Adapted with permission from M. Quackenbush and S. Villarreal. *Does AIDS Hurt? Educating Young Children About AIDS*. Second Edition. Santa Cruz, CA: ETR Associates.

Name ____

Germs and Disease

Directions: Answer the following questions. Then draw a picture of or write about what viruses do to the body's cells.

1. Two kinds of germs are ________________ and ________________.
2. The virus that causes AIDS is called ________________.
3. The virus that causes AIDS lives only ________________ the body and in certain body fluids.
4. In the box below, draw a picture or write about what viruses do to the body's cells.



TEACHER

Germs and Disease

Key

Directions: Answer the following questions. Then draw a picture of or write about what viruses do to the body's cells.

1. Two kinds of germs are ***bacteria*** and ***viruses***.
2. The virus that causes AIDS is called ***HIV***.
3. The virus that causes AIDS lives only ***inside*** the body and in certain body fluids.
4. In the box below, draw a picture or write about what viruses do to the body's cells.

LETTER

HIV/AIDS Prevention

Dear Family:

Our elementary health curriculum, *Actions for Health,* includes a lesson on HIV/AIDS. The lesson emphasizes that HIV, the virus that causes AIDS, is not easily transmitted and that it can be avoided.

Preteenagers are beginning to be influenced by many things outside the home and family, including their peers and the media. These youth need information and skills to help them resist pressures to engage in risky behaviors.

This year's comprehensive health curriculum emphasizes Health Assertiveness. It gives children information to help them know what behaviors to say no to and offers practice in developing the skills to say no.

You are encouraged to see the lesson on HIV or any other lessons in the curriculum. It is also very important for you to talk to your child about this and other health topics. Please contact me if you have any questions.

Sincerely,

LESSON

14

Everyone Needs Nutrients

Objective

Students will be able to describe purposes and sources of nutrients found in foods.

Time

Two class periods.

Overview

This lesson focuses on nutrients. Students are introduced to the six major nutrient groups. The class is divided into six groups, and each group researches and prepares a class presentation about a different nutrient group. Students take notes about the nutrients on a worksheet during the class presentations.

Integration

Art, language arts, science.

Teacher Materials and Preparation

HAVE:

✓ Reference materials on nutrients (e.g., encyclopedias) *or* be sure materials are available in the school library.
✓ Posterboard (optional).
✓ Magazines with food pictures (optional).
✓ Scissors and glue (optional).
✓ Art supplies (crayons or markers) for students (optional).

COPY:

✓ **Carbohydrate Facts,** one copy.
✓ **Protein Facts,** one copy.
✓ **Fat Facts,** one copy.
✓ **Vitamin Facts,** one copy.
✓ **Mineral Facts,** one copy.
✓ **Water Facts,** one copy.
✓ **All About Nutrients** worksheet, one for each student.

PREPARE:

✓ Decide what options and supplies to make available for group presentations.

Procedure

■ Tell students that in order to grow and stay well, we all need to eat to get nutrients and energy. Explain that nutrients are things found in food that help the body grow and stay well.

Tell students that the energy in food is the fuel the body needs to keep the organs working. It helps keep the heart pumping and the lungs breathing. Add that energy is also needed for activities such as walking, running and swimming.

Tell students there are about forty to fifty different nutrients that scientists know people need to stay healthy. These nutrients are often sorted into six major groups—carbohydrates, proteins, fats, vitamins, minerals and water.

■ Divide the class into six groups. Tell students they will be working with their groups to plan a presentation on one of the six nutrient groups. Give each group a fact sheet for a different nutrient—**Carbohydrate Facts, Protein Facts, Fat Facts, Vitamin Facts, Mineral Facts** and **Water Facts**.

Tell students these worksheets have some basic information about the nutrient groups. Refer students to the additional resources you've provided for additional information. Encourage students to do some research on their group's nutrient before preparing the class presentation.

Suggest a variety of ways that groups can present their information. Tell students they can draw or cut out pictures of foods that are good sources of their nutrient, make a poster, prepare a bulletin board, write a song or a rap, or present a play or skit. Encourage students to be creative.

■ When groups are ready to make their presentations, distribute the **All About Nutrients** worksheet. Tell students to use this page to take notes on the presentations. They can add this page to their health folders.

After the presentations, review the importance of nutrients. Tell students that making healthy choices about nutrition means getting all the nutrients the body needs to stay healthy. Add that in the next lesson, they'll be learning more about making nutritious choices.

Evaluation

Evaluate students' work in groups and on the group presentations, as well as students' notes on the **All About Nutrients** worksheet, to assess their ability to identify nutrients.

Follow-Up/Extension

Suggest that groups organize a tasting party featuring their nutrients. Tell them to bring enough of a food that's a good source of their nutrient for everyone in the class to have a small taste. Ask them to bring napkins and plastic glasses or whatever utensils they need to serve the food.

Possible foods and serving ideas include:

- carbohydrates—bread, a slice for each student
- proteins—peanut butter, served on a cracker
- fats—butter or margarine, served on a cracker
- vitamins—oranges, one slice for each student
- minerals—a spoonful of yogurt or a slice of cheese for each student
- water—a small glass of water or juice or a celery stick for each student

Tell students to listen for nutrition claims for foods advertised on television. Ask them to note foods that are advertised with statements such as "high in carbohydrates," "contains *(x number of)* vitamins and minerals," "low in fat," etc. Keep a class list of the products and claims.

TEACHER

Carbohydrate Facts

Breads, cereals and rice are good sources of carbohydrates. Carbohydrates are also found in fruits and vegetables. This important nutrient supplies the body with energy. It is the body's main source of energy.

Some Foods That Contain Carbohydrates

bread
cereal
rice
macaroni
spaghetti
bagel
rice cake
tortilla
biscuit
cracker
pita bread
grits
potato
noodles
corn bread

Research Notes

TEACHER

Protein Facts

There are different kinds of protein. Foods that come from animals contain protein. Many plant foods also contain some protein. Protein is found in almost all body cells. It helps build and repair the cells of the body. It also supplies the body with energy.

Some Foods That Contain Protein

meat
chicken
fish
milk
eggs
nuts
sunflower seeds
pinto beans
navy beans
refried beans
dried peas
peanut butter

Research Notes

TEACHER

Fat Facts

Most foods have at least a little fat in them. Some foods, such as butter, margarine, mayonnaise, salad dressings and chips, have a lot of fat in them. The body uses fat for energy. Some fat also helps carry certain vitamins to the body cells.

Many experts are concerned that people today eat too much fat. Eating too much fat may lead to health problems.

Some Foods That Contain Fat

cheese
peanut butter
butter
margarine
lard
mayonnaise
potato chips
corn chips
tortilla chips
gravy

Research Notes

TEACHER

Vitamin Facts

Vitamins are found in most foods. There are many different vitamins, and each vitamin has a different job. Vitamin A and Vitamin C are two important vitamins that are found in fruits and vegetables. Vitamin A helps us see in the dark. Vitamin C helps the body heal cuts and wounds.

Other vitamins help the body use energy. Niacin, thiamine and riboflavin are also vitamins.

Some Foods That Contain Vitamins

- apples
- apricots
- cantaloupe
- plums
- watermelon
- berries
- grapefruit
- oranges
- orange juice
- pineapple juice
- peaches
- tomato juice
- broccoli
- carrots
- collards
- kale
- mustard greens
- peas
- pumpkin
- spinach
- sweet potatoes
- tomatoes
- turnip greens
- milk
- dandelion greens

Research Notes

TEACHER

Mineral Facts

The body needs many different minerals. Most foods have some minerals in them. Calcium and iron are two important minerals. Calcium helps keep the bones and teeth strong. It is found in dairy foods like milk, cheese and yogurt. Iron helps keep the blood cells healthy. It is found in meats and in some grains.

Some Foods That Contain Minerals

milk
cheese
yogurt
muffins
bagels
oatmeal
pita bread
broccoli
spinach
turnip greens
fish
tofu (bean curd)
rice
pretzels
apricots
lima beans
raisins
meat
black-eyed peas
beans
soybeans

Research Notes

TEACHER

Water Facts

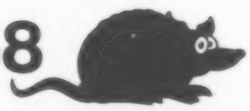
More than half the body is made up of water. Every day we lose water through sweat, urination and bowel movements, so we need to replace that water. Water helps move food through the digestive system. It carries nutrients to the cells and takes away waste products from the cells.

We get water by drinking water and other beverages, such as milk and juice. Some foods also contain a lot of water. We need six to eight glasses of water a day.

Some Foods That Contain Water

milk
fruit juice
vegetable juice
lettuce
celery
fruit
soup

Research Notes



Name ______________________________

All About Nutrients

Directions: As you listen to the group presentations, fill in the information you learn about each nutrient under that nutrient's name.

Carbohydrate

How it helps the body ______________________________

____

____

Good sources ______________________________

____

Protein

How it helps the body ______________________________

____

____

Good sources ______________________________

____

Fat

How it helps the body ______________________________

____

____

Good sources ______________________________

____

Name ______________________________

All About Nutrients (continued)

Vitamins

How they help the body ______________________________

____

____

Good sources ______________________________

____

Minerals

How they help the body ______________________________

____

____

Good sources ______________________________

____

Water

How it helps the body ______________________________

____

____

Good sources ______________________________

____

LESSON

15 How the Body Uses Food

Objectives

Students will be able to describe the digestive process.

Students will be able to identify water as a key nutrient for the digestive and urinary systems.

Time

One class period.

Overview

This lesson continues the look at body systems, focusing on the digestive and urinary systems. Students are provided information about each system. They then complete a worksheet on the two systems.

Integration

Science.

Teacher Materials and Preparation

COPY:
✓ **How My Body Uses Food** worksheet, one for each student.

MAKE:
✓ Transparency or poster of **Digby—Digestive System Specialist**.
✓ Transparency or poster of **Ursula—Urinary System Specialist**.

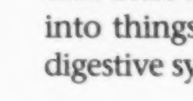
REVIEW:
✓ **How My Body Uses Food** ***Key***.

Procedure

- Review the six classes of nutrients and their functions. Tell students that there are two systems of the body that help change the food we eat into things the body can use to stay healthy. These systems are the digestive system and the urinary system.

- Show students the transparency or poster of **Digby—Digestive System Specialist**. Ask students how his name can help them remember the digestive system. (The first three letters of *Digby* and *digestive* are the same.)

Point out the organs of the digestive system—teeth, tongue, esophagus, stomach, small intestine, large intestine, colon. Tell students that the digestive system changes food into things the body can use. It helps the body get nutrients from foods. These nutrients help build more cells and repair or replace old cells.



Explain that the digestive process starts in the mouth. First, teeth chew up food into smaller pieces. At the same time, saliva (the juices in the mouth) helps to wet the food down.

When we swallow, the tongue helps move the food into the next organ, the esophagus, which is a long pipe leading to the stomach. Once it gets into the stomach, the food is mixed with chemicals from the body. The stomach churns the food around and around.

From the stomach, food moves on to the small intestine. The nutrients in the food are absorbed by the small intestine. Then the nutrients go into the blood stream. The blood delivers nutrients to all parts of the body, all the body's cells.

After the nutrients are removed from the food we've eaten, some parts of the food are left in the small intestine. What's left is waste. This waste moves to the large intestine and then to the colon. Then the solid waste is removed through the rectum by a bowel movement.

Ask students what nutrient helps food move through the digestive system (water). Remind them that water is a very important nutrient because it carries nutrients to the cells.

■ Show students the transparency or poster of **Ursula—Urinary System Specialist**. Explain that the body uses the urinary system to get rid of liquid waste from food. Ask students how Ursula's name can help them remember the urinary system. (The first two letters of *Ursula* and *urinary* are the same.)

Point out the organs of the urinary system—kidney, ureter, bladder, urethra. Tell students the kidneys are the best-known organs in the urinary system. Explain that the kidneys are like filters. They remove certain wastes from our blood. These wastes, mixed with water, become urine.

Emphasize that water is a very important nutrient for the urinary system. It's the key nutrient in removing waste products from the cells. The water that is lost through sweat, urination and bowel movements needs to be replaced every day.

Ask students what would happen if the kidneys didn't work. Explain that they wouldn't be able to get rid of some body wastes. The body would poison itself with its own wastes.

Tell students that urine moves through small tubes called ureters to get from the kidneys to the bladder. When the bladder feels full, you want to urinate. At that point, the urine leaves the bladder and goes to the urethra. From there, it leaves the body.

- Tell students that the digestive system and the urinary system aren't the only body systems affected by nutrition. All the body's cells need nutrients. Ask students if they remember what systems Scarlet Muriel is an expert on (skeletal and muscular systems). Why would these systems be affected by nutrition? (Bones are affected by the amount of calcium we eat. Muscles need protein to help them grow.)

Remind students of Cicero Remus. Ask students what body systems he specialized in (circulatory and respiratory systems). Why would these systems be affected by nutrition? (The body needs water to make up the blood that carries oxygen to the body's cells.)

Emphasize that all body systems work better when our bodies get all the nutrients they need.

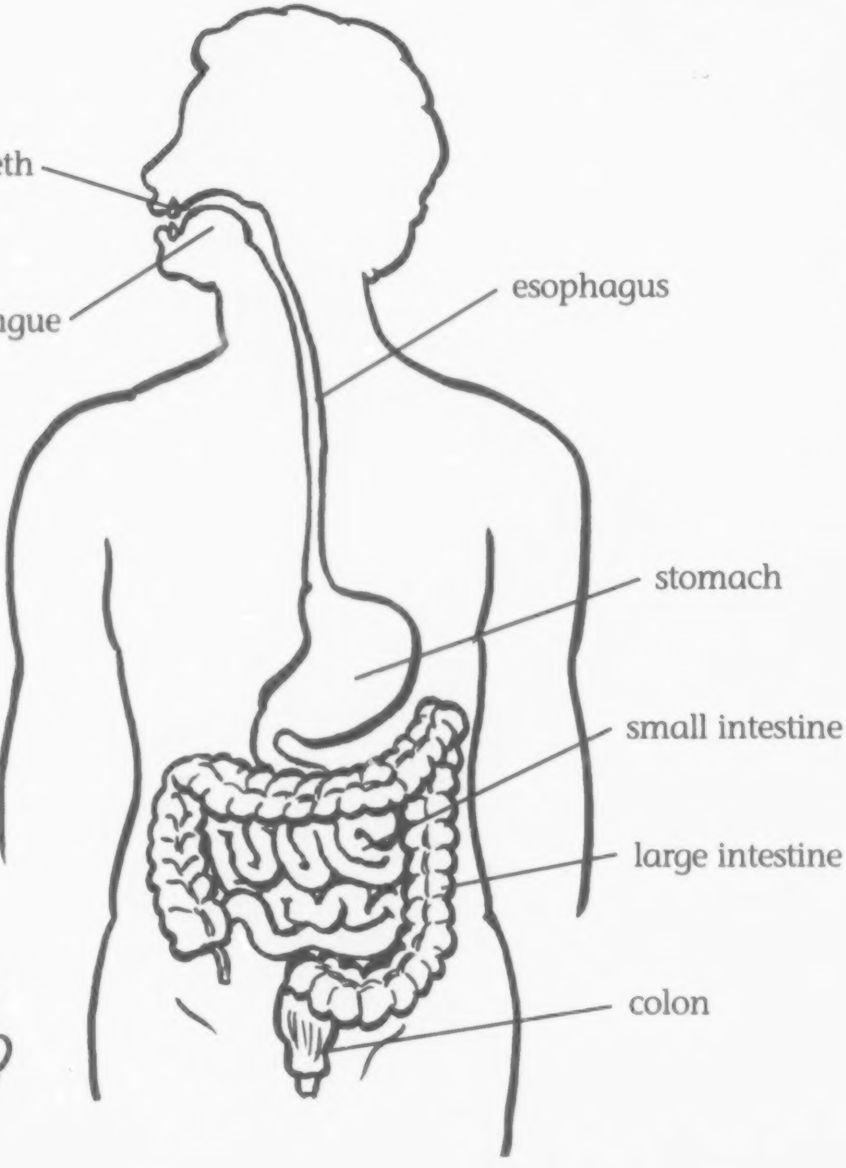
- Distribute the **How My Body Uses Food** worksheet. Tell students to write the organs used in the digestive process on the blank lines in the right order to show the order of the digestive process. The first word has been filled in for them.

Evaluation

Assess students' responses on the **How My Body Uses Food** worksheet for their ability to identify the steps of the digestive process and the most important nutrient for removing waste from the body.

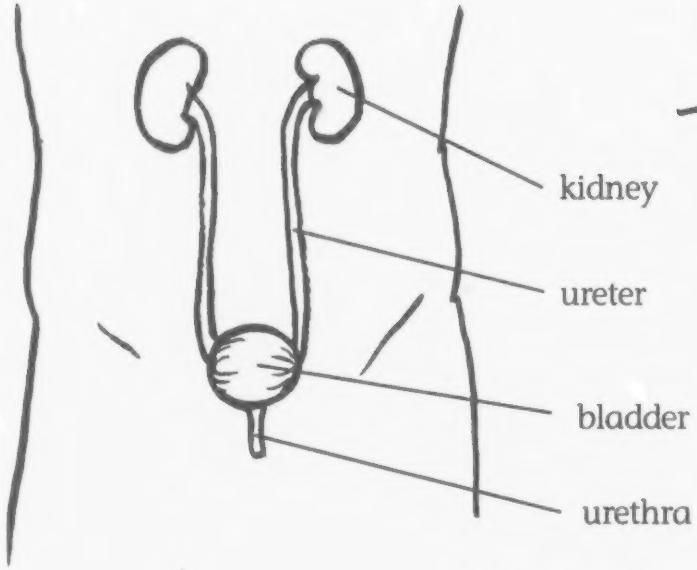
TEACHER

Digby—
Digestive System Specialist


teeth
tongue
esophagus
stomach
small intestine
large intestine
colon

TEACHER

Ursula—
Urinary System Specialist


kidney
ureter
bladder
urethra

Name ______________________________

How My Body Uses Food

Directions: Write the names of the parts used in the digestive process on the blank lines in the order that matches when they occur in the process. The first step in the process has been written on the top line for you.

The Digestive Process

esophagus
small intestine
colon
teeth
tongue
stomach
large intestine

teeth_______________
____
____
____
____
____
____

Name the most important nutrient for removing waste from the body.

____

TEACHER

How My Body Uses Food

Key

Directions: Write the names of the parts used in the digestive process on the blank lines in the order that matches when they occur in the process. The first step in the process has been written on the top line for you.

The Digestive Process

esophagus
small intestine
colon
teeth
tongue
stomach
large intestine

teeth
tongue
esophagus
stomach
small intestine
large intestine
colon

Name the most important nutrient for removing waste from the body.

water

LESSON

16 Eating for Health

Objectives

Students will be able to identify healthy foods from the five food groups.

Students will be able to describe the function of various foods.

Time

One or two class periods.

Overview

In this lesson, students are introduced to the five main food groups. A card-matching activity based on the food groups separates students into teams. Students then work with their teams to plan and perform pantomimes about their food groups to present to the class.

As the class presentations are made, students take notes on a worksheet. They discuss the number of servings to eat from each food group. They then work with their pantomime teams to make a collage that depicts foods from the food groups. They also complete a worksheet on setting healthy eating goals.

Integration

Art, science.

Teacher Materials and Preparation

HAVE:
✓ Posterboard or construction paper, one piece for each group of five to seven students.
✓ Magazines with food pictures.
✓ Art supplies (crayons or markers) for students.
✓ Scissors and glue for students.

COPY:
✓ **Healthy Eating** worksheet, one for each student.
✓ **My Healthy Eating Goals** worksheet, one for each student.
✓ **Healthy Eating for Your Child** letter, one for each student.

MAKE:
✓ Transparency or poster of **Healthy Eating Pyramid.**
✓ Transparency or poster of **My Healthy Eating Goals *Example*.**

PREPARE:
✓ Cut apart the **Food Cards.** Be sure you have a card for each student. Use the foods most appropriate for your students.
✓ Cut apart the **Food Group Function** strips.

Procedure

- Remind students that in previous lessons they have learned the names of the nutrients and how different nutrients help the body stay healthy in different ways. Tell them that today they're going to learn about a different way to sort foods into groups. Explain that knowing these new food groups can help students get all the nutrients they need each day.

- Show students the **Healthy Eating Pyramid** transparency or poster. Tell students this pyramid shows the five main food groups—grains, vegetables, fruits, milk and meat. Point out the Others food group at the tip of the pyramid. Tell students this group includes fats and sweets, foods we should be careful not to eat too much of.

- Distribute a **Food Card** to each student. Have each student read the name of the food on the card to the class. Tell students to think about which of the groups on the chart each food belongs in. Have a dictionary ready to help out if necessary.

  Then ask students to form a team with all the other students who have a food in the same group as they do. For example: Students with cards for carrots, potatoes and broccoli would be on the same team.

  When teams have formed, have a member of each team write the names of the foods represented by the team members on a chart or the board. Review these foods with the whole class. Ask students to suggest other foods that belong in each of the food groups.

- Give each team the **Food Group Function** strip for its food group. Tell teams to plan a way to pantomime the health functions of their food groups for the class. Give students time to prepare the pantomimes.

- Distribute the **Healthy Eating** worksheet. Have teams perform their pantomimes for the class. After each presentation, have the class try to identify the food group function. As each function is identified, tell students to write it on the worksheet under the name of the food group.

When all the food group functions have been identified, tell students to copy some of the foods in each food group from the lists on the board onto their worksheets. Tell students to keep the worksheet in their health folders.

■ Tell students that foods in each food group contain several nutrients. Ask them which food groups might be good sources of the six major nutrients they studied earlier. Help them make the following connections:

- grains—carbohydrates, vitamins, minerals
- fruits—vitamins (including vitamins A and C), water
- vegetables—vitamins (including A and C), minerals, water
- milk—protein, vitamins, minerals, water, fats
- meat—protein, vitamins, minerals, fats

Tell students that a healthy choice they can make to keep themselves well is to get the nutrients they need by eating something from each food group every day. Explain that no one food group supplies all the nutrients they need. But by eating from all the food groups, they can help themselves stay healthy.

■ Discuss the variety of foods in each food group and the recommended number of servings from each group. Tell students that the shape of the **Healthy Eating Pyramid** is a clue to how much we should eat of foods from each group.

Point out that the Grains group is at the base of the pyramid. These are the foods we should eat the most of. Look at the list on the board of the foods in this group.

Point out the recommended number of servings of foods in this group. Tell students that a slice of bread, for example, is one serving. Ask students what foods they could eat in a day to be sure they got six to nine servings from the Grains group.

Move on to the Vegetables and Fruits groups. Tell students these two groups are at the next level of the pyramid, because we should eat many of these foods each day. Review the lists of foods in these groups.

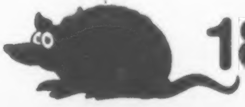
Point out the recommended number of servings for foods from each of these groups. Tell students that a serving might be one piece of fruit, a potato, or one-half cup of vegetables. Ask students to suggest what foods they could eat in a day to get the recommended number of servings of fruits (two to three servings) and vegetables (three to four servings).

Tell students the Meat and Milk groups are closer to the tip of the pyramid, because we don't need as much of the foods in these groups. Review the lists of foods in these groups.

Discuss the recommended number of servings for foods from these groups. Tell students that a small piece of cooked meat (two or three ounces), one egg, one-half cup of cooked beans or one-quarter cup of peanut butter equals a serving from the meat group. One cup of milk or yogurt or one or two ounces of cheese equals a serving from the milk group. Ask students what foods they could eat in a day to get this number of servings from the milk and meat groups (two to three servings from each).

Tell students that the Others foods at the tip of the pyramid are foods we should eat very little of. Although the body does need some fat, we can usually get all the fat we need by eating foods from the five main food groups.

- Distribute the **My Healthy Eating Goals** worksheet. Tell students take the worksheet home and discuss their goals with their families. Tell students to set goals for the number of servings they will eat from each food group for a day. Tell them to write their goals on the worksheet and then complete the chart to show how they did. Show students the **My Healthy Eating Goals *Example***.



Evaluation

Assess students' work on the **Healthy Eating** worksheet for their ability to identify healthy foods and the function of foods from different food groups.

Home/Family Involvement

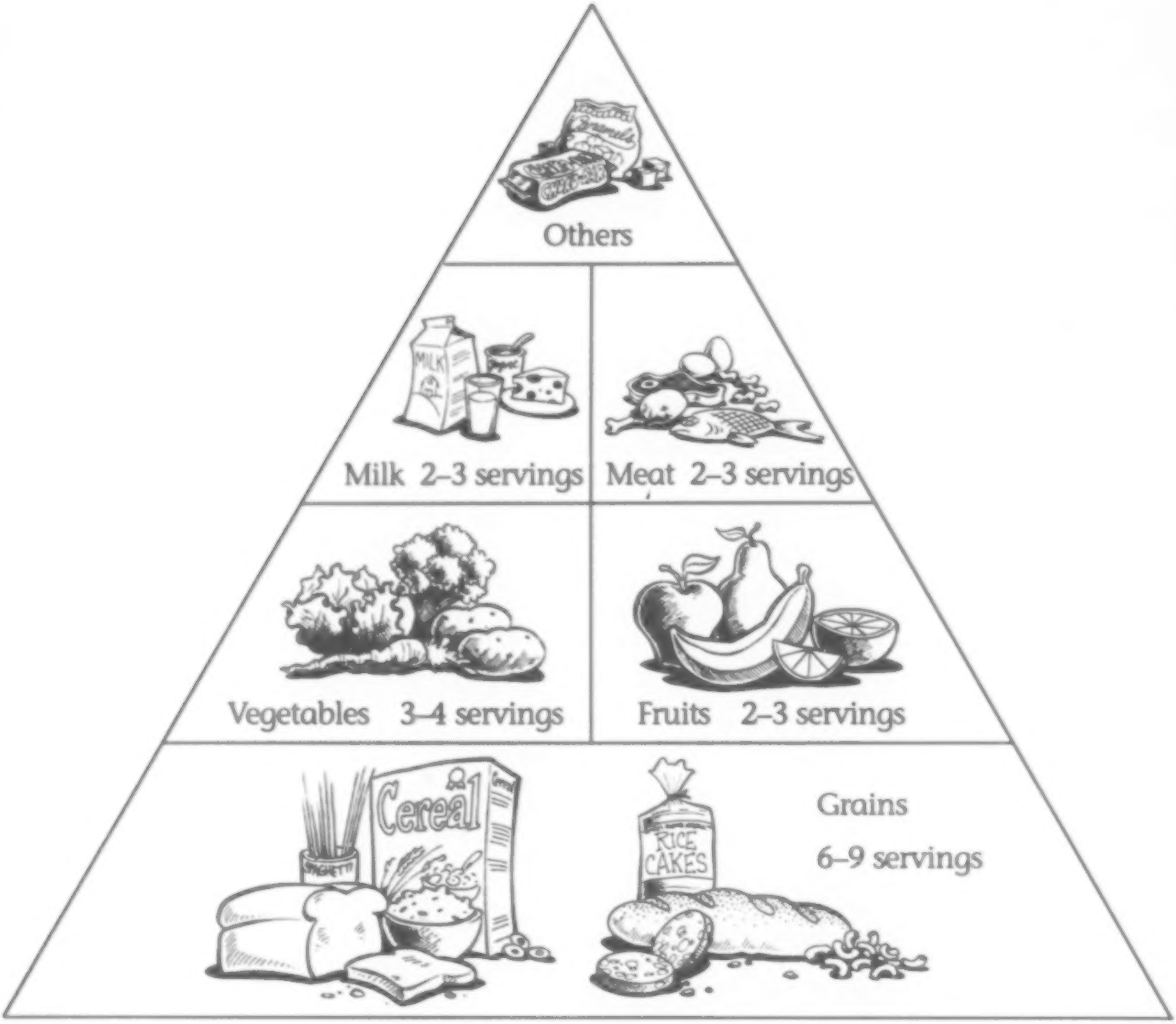
Distribute the **Healthy Eating for Your Child** letter, and ask students to take it home with the **My Healthy Eating Goals** worksheet. Encourage students to ask adult family members for help with the worksheet.

Follow-Up/Extension

Have students work with their pantomime groups to make a collage of healthy foods from their food group, using pictures from magazines or drawing their own.

TEACHER

Healthy Eating Pyramid


Others
MILK
Milk 2–3 servings
Meat 2–3 servings
Vegetables 3–4 servings
Fruits 2–3 servings
SPAGHETTI
Cereal
RICE CAKES
Grains
6–9 servings

Serving sizes are for children ages six to ten.

TEACHER

Food Cards

Directions: Cut apart the foods. Give a different food to each student.

milk	beef	apple	broccoli	rice
yogurt	turkey	banana	carrot	spaghetti
cheddar cheese	chicken	watermelon	sweet potato	bread
cottage cheese	egg	peach	potato	tortilla
buttermilk	pork	strawberries	mustard greens	cereal
Swiss cheese	fish	orange juice	corn	bagel
mozzarella cheese	refried beans	plum	lettuce	grits

TEACHER

Food Group Functions

Directions: Cut the strips apart. Give each group the food group function strip for its food group.

Milk Group—helps keep bones and teeth strong

Meat Group—helps the body grow and build muscles

Fruits Group—helps you see in the dark and helps cuts heal

Vegetables Group—helps you see in the dark and helps cuts heal

Grains Group—gives the body energy

Name ____

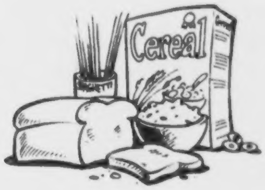
Healthy Eating

Directions: Watch the pantomimes of the food group functions. Then fill in the function of each food group. Add examples of foods from each food group.

Grains Group

Function: ____________________________________

Foods: ______________________________________



Vegetables Group

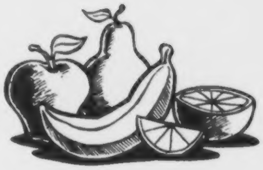
Function: ____________________________________

Foods: ______________________________________

Fruits Group

Function: ____________________________________

Foods: ______________________________________



Milk Group

Function: ____________________________________

Foods: ______________________________________

MILK
Yogurt

Meat Group

Function: ____________________________________

Foods: ______________________________________

Name ____

My Healthy Eating Goals

Directions: Set your goals for healthy eating. Fill in the number of servings from each food group you plan to eat for a day. Then fill in the chart to show how many servings you do eat from each food group.

My Goals

I will eat ______ servings from the grains group.

I will eat ______ servings from the vegetables group.

I will eat ______ servings from the fruits group.

I will eat ______ servings from the milk group.

I will eat ______ servings from the meat group.

How I Did on ____________
(date)

Group	Grains	Vegetables	Fruits	Milk	Meat
Number of Servings	9 8 7 6 5 4 3 2 1	9 8 7 6 5 4 3 2 1	9 8 7 6 5 4 3 2 1	9 8 7 6 5 4 3 2 1	9 8 7 6 5 4 3 2 1

Did you meet your goal? ______________________________________

Why or why not? ____

____

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TEACHER

My Healthy Eating Goals

Example

Directions: Set your goals for healthy eating. Fill in the number of servings from each food group you plan to eat for a day. Then fill in the chart to show how many servings you do eat from each food group.

My Goals

I will eat *6* servings from the grains group.

I will eat *4* servings from the vegetables group.

I will eat *3* servings from the fruits group.

I will eat *3* servings from the milk group.

I will eat *2* servings from the meat group.

How I Did on ____________
(date)

Group	Grains	Vegetables	Fruits	Milk	Meat
Number of Servings	9	9	9	9	9
	8	8	8	8	8
	7	7	7	7	7
	6	6	6	6	6
	[✓ 5]	5	5	5	5
	4	[✓ 4]	[✓ 4]	4	4
	3	3	3	[✓ 3]	3
	2	2	2	2	[✓ 2]
	1	1	1	1	1

Did you meet your goal? ***no***

Why or why not? ***need one more serving from the grains group***

LETTER

Healthy Eating for Your Child

Dear Family:

As part of the *Actions for Health* curriculum, our class has been studying nutrition. Children have learned about some important nutrients and the five food groups. The enclosed chart shows the five food groups and the recommended number of servings from each group for children ages six to ten. Children are encouraged to choose a variety of healthy foods each day.

Your child has a worksheet to share with you. On this worksheet, children are asked to set goals to eat a healthy number of servings from the five major food groups each day. Please help your child set goals for a day's eating and keep track of how well he or she meets those goals. In our next health lesson, we will be discussing children's progress.

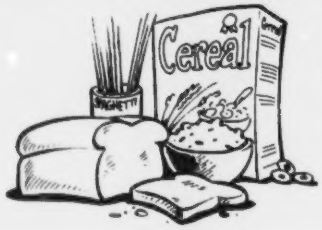
If you have any questions, please contact me.

Sincerely,

____

LETTER

Healthy Eating for Your Child (continued)

	**Grains**—6–9 servings (includes bread, tortillas, cereal, bagels, grits, rice, noodles, spaghetti)
	Vegetables—3–4 servings (includes fresh, frozen or canned; raw or cooked; vegetable juice)
	Fruits—2–3 servings (includes fresh or canned fruit, fruit juice)
MILK Yogurt	**Milk**—2–3 servings (includes milk and other dairy products, such as yogurt and cheese)
	Meat—2–3 servings (includes beef, pork, turkey, chicken, fish, eggs, beans, tofu)

LESSON 17

Advertising Affects Our Food Choices

Objective

Students will be able to identify some common advertising techniques.

Time

One class period.

Overview

In this lesson, students look at the influence of advertising on their food choices. Students look at an actual print ad for a name-brand cereal, then participate in a taste test, comparing that cereal to another cereal.

Transparencies or posters are used to illustrate some advertising techniques. Students then use these techniques to create an ad for a favorite snack food.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:

✓ Transparency or poster of **Healthy Eating Pyramid**, from Lesson 16.
✓ Drawing paper, one piece for each student.
✓ Art supplies (crayons or markers) for students.

MAKE:

✓ Transparencies or posters of **Cereal Ads.**

PREPARE:

✓ **Cereal Taste Test.** See **Cereal Taste Test** ***Directions.***

Procedure

■ Remind students that the best way to eat a healthy diet, food that helps the body stay healthy and do its work, is to select foods from each of the five major food groups every day. Use the **Healthy Eating Pyramid** (from Lesson 16) to review the recommended number of servings from each food group. Discuss students' progress toward achieving their goals on the **My Healthy Eating Goals** worksheet (from Lesson 16).

■ Tell students that we don't always pick foods for the nutrients they contain. What are some other reasons we pick foods? Responses may include taste, convenience, cost, our friends eat it, my parent makes it, etc.

Point out that one of the other factors that may influence our food choices is advertising. Ask students what advertisements are made to do

(to sell a product). Ask how many students have ever seen a food advertisement that persuaded them to try that food. If they tried the food, was it as good as the commercial promised?

Discuss students' experiences with trying foods they saw in television advertisements. You may want to share a personal experience, particularly one where the food did not live up to the expectations created by the commercial.

■ Show students the print ad for the name-brand cereal in the **Cereal Taste Test**. Ask students for reactions to the words and pictures in the ad. Ask students if they would consider buying this food based on the ad. Why or why not?

Tell students they're going to compare the name-brand cereal to another cereal to see which one tastes best. Distribute paper cups of Cereal A, but don't tell students which cereal it is. Tell students to mark this cup with an A.

Distribute paper cups of Cereal B, and tell students to mark this cup with a B. Tell students to taste the samples. Ask several students to describe any differences between the samples. Ask students which sample they think tastes best.

Show students the name-brand box. Have students vote on which sample they think is the name-brand product.

Discuss the results of the vote. Does the name-brand product always taste best? (Probably not.) Did the ad for the name-brand cereal say things that you couldn't really tell by tasting it? (Yes.)

■ Tell students that advertising companies use many techniques to sell their products. Today the class is going to study four of these techniques.

Show students the transparencies or posters of **Cereal Ads.** Explain that these four advertisements for cereal demonstrate some common advertising techniques.

As you read and discuss each of the ads, explain each technique. Ask students for examples of each technique that they've seen on television or heard on the radio.

Have a student read the first ad aloud. Explain that this ad is an example of a *celebrity endorsement*. Someone famous is shown using the product or telling you to buy it. The person might be a sports star, a movie or television star or a singer.

Ask students to name some examples of celebrity endorsements they've seen on television. Ask why famous people might endorse various products. Point out that the celebrities are usually paid for their endorsements. Ask students if this cereal will taste better because someone famous endorses it (probably not).

Tell students that the second ad is an example of *free prizes or contests*. If you buy the product, you get a prize in the box. Or you might get a form to sign up for a contest. Ask students if they've ever gotten any of these prizes. Did they like the prizes?

Tell students that the third ad is an example of *promises to make you happier*. This technique promises that if you buy the product you'll be happier, more attractive or more popular. Ask students if buying a certain kind of cereal is likely to make them more popular? Why or why not?

Tell students that the last ad is an example of the *bandwagon* or *everyone is doing it* technique. These kinds of ads say that the product is the favorite and that everyone loves it. Ask students why this ad might influence people to buy more of this cereal. Explain that people sometimes think that if everyone else likes a product, they will, too. Remind them of the peer power/peer pressure lesson earlier in the year.

■ After discussing the **Cereal Ads**, review the name-brand cereal ad you showed students earlier. Ask students to evaluate that ad to see if it uses any of these techniques.

Point out to students that advertisements tell us about new products that are available. But when we want to make smart choices about food and nutrition, we cannot always count on advertisements to give us the information we need. Emphasize that the purpose of advertising is to sell the products.

- Tell students to choose one of the advertising techniques they've discussed and use it to create an ad for a favorite snack food. Distribute paper and art supplies and allow students to work on their ads.

Evaluation

Assess students' work on the snack food advertisements they create for their ability to identify an advertising technique.

Follow-Up/Extension

Ask students to monitor television commercials to find additional examples of the advertising techniques.

Ask students to bring in examples of ads that don't seem to use any of the advertising techniques. Discuss these ads and see if students can discover a name for the techniques the ads *do* use.

Have students use the advertising techniques discussed in this lesson to make posters for some school activity or event—the school breakfast or lunch program, an upcoming fundraiser, a basketball game, etc.

TEACHER

Cereal Taste Test

Directions

Choose a cold cereal to use in this taste test. The cereal should be one that

- your students will eat
- you can find a print advertisement for
- has at least one comparable product available

Note: Name-brand corn flakes would be a good choice. They have house, generic and off-brand equivalents.

Materials

- one box of a name-brand cereal
- one box of a different brand of the same kind of cereal
- copy of a print advertisement for the name-brand cereal
- small paper cups, two for each student
- plastic spoons, one for each student

Preparation

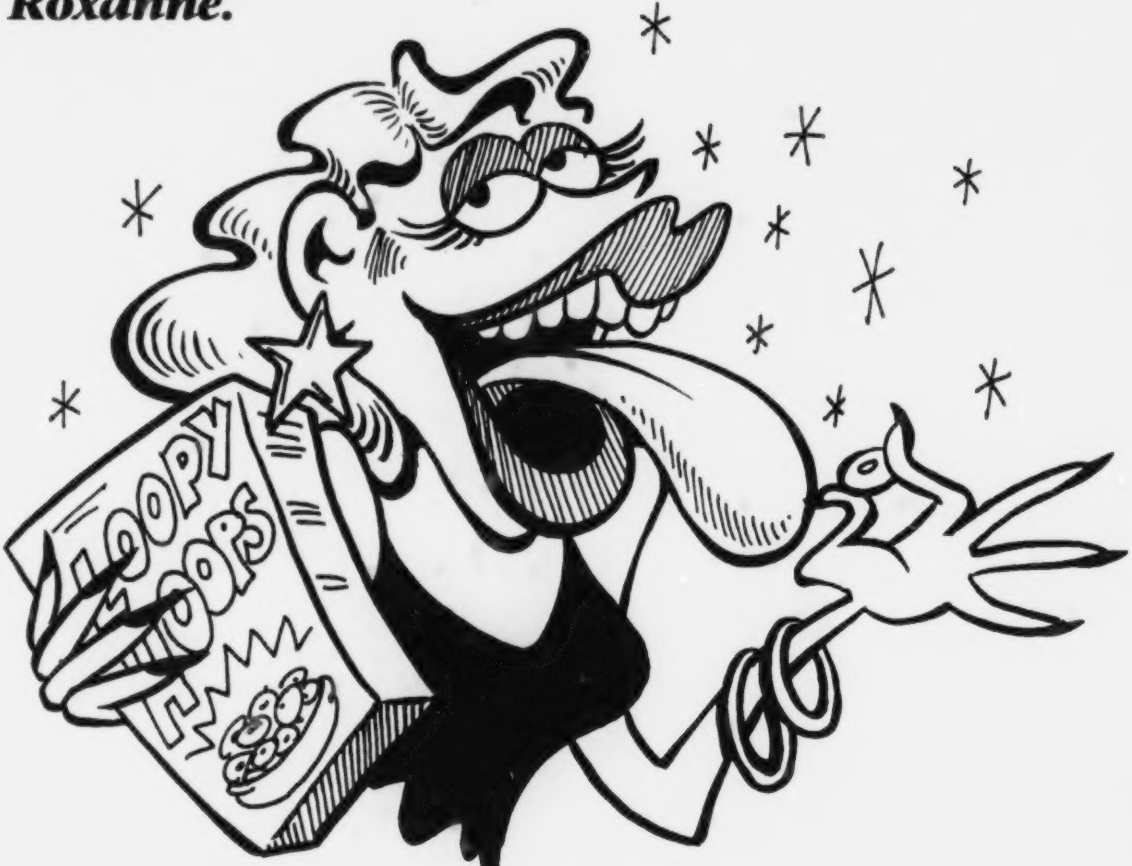
- Pour about one tablespoon of the name-brand cereal (Cereal A) into a paper cup for each student.
- Pour about one tablespoon of the other cereal (Cereal B) into a paper cup for each student.

TEACHER

Cereal Ads

1. Celebrity Endorsement

Get Loopy Hoops cereal—
the cereal preferred
by famous singer
Roxanne.

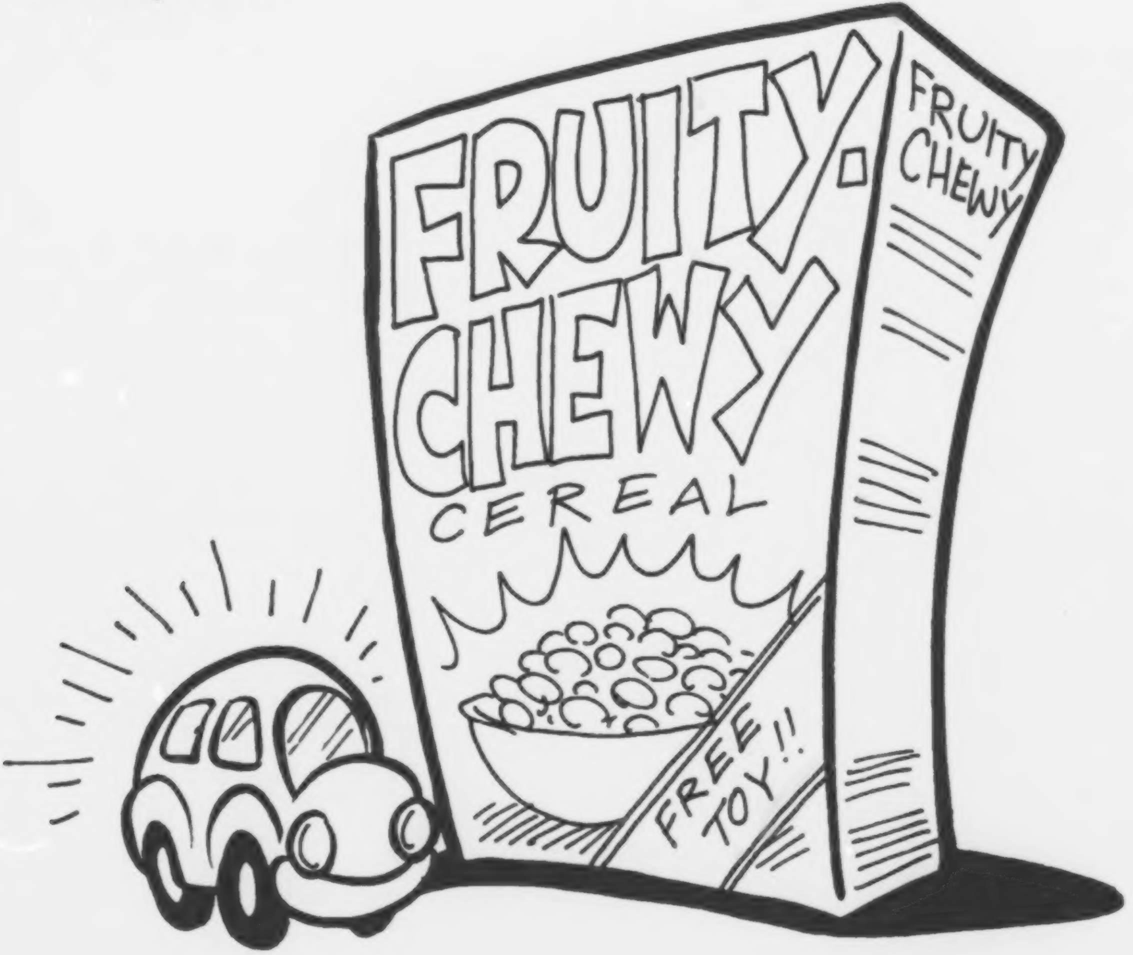


TEACHER

Cereal Ads (continued)

2. Free Prizes or Contests

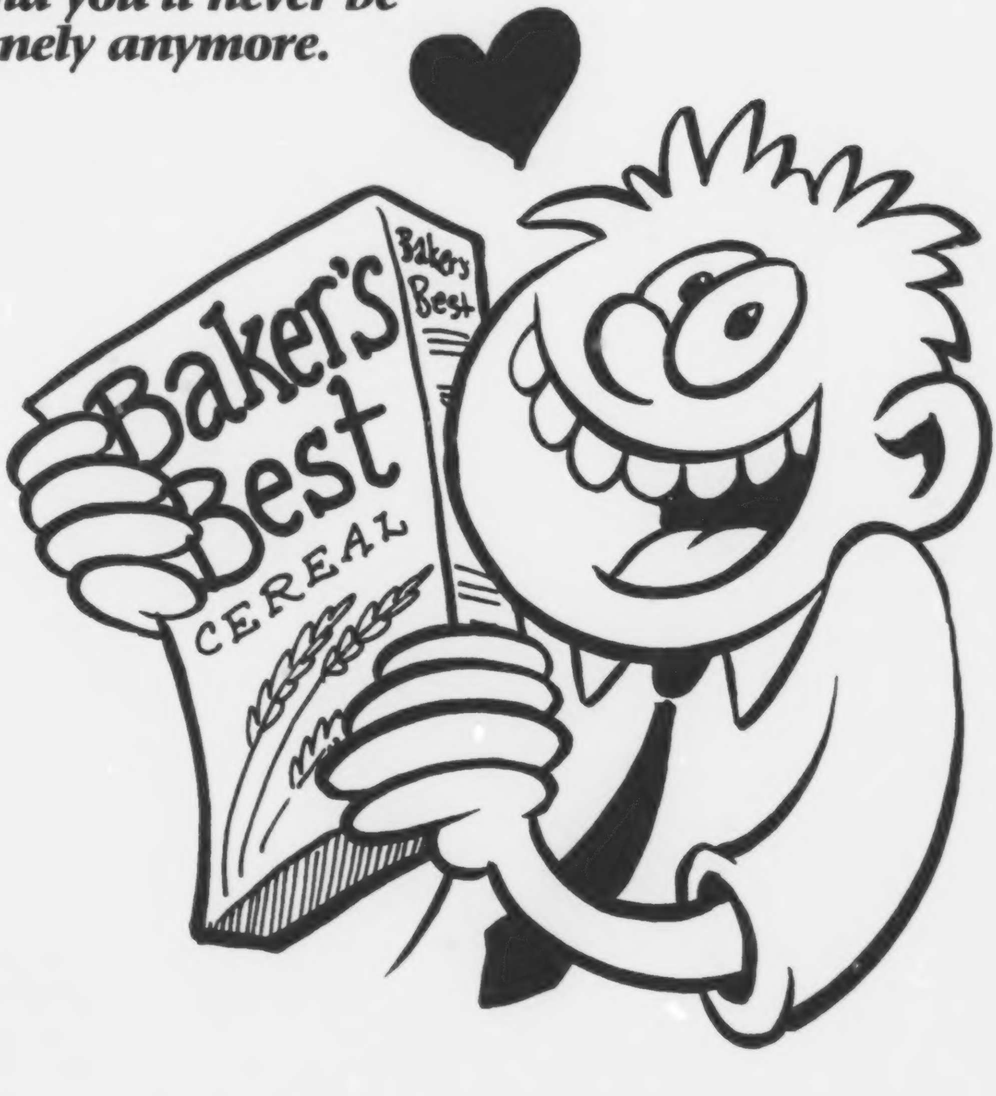
Buy Fruity Chewy cereal.
There's a toy
in every box.


FRUITY CHEWY
CEREAL
FRUITY CHEWY
FREE TOY!!

Cereal Ads (continued)

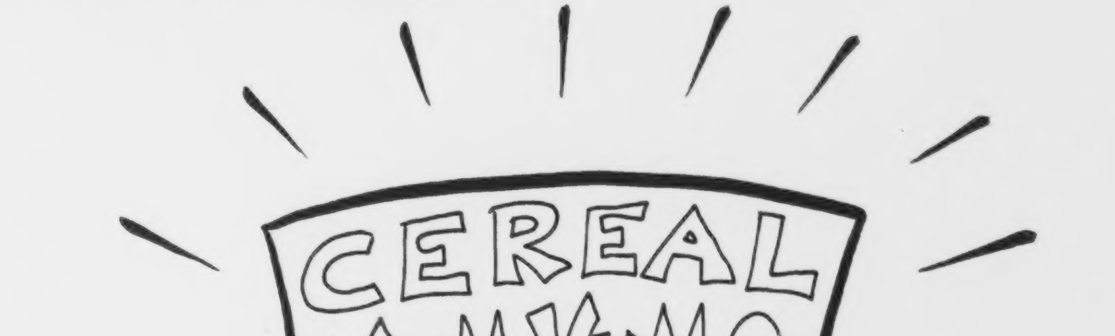
3. Promises to Make You Happier

Serve your friends Baker's Best cereal, and you'll never be lonely anymore.


Baker's Best
Baker's Best CEREAL

4. Bandwagon (Everyone Is Doing It)

***Buy Cereal Yum-Yums—
the number-one-selling
cereal in the country.
Everybody's eating it.***


CEREAL
YUM-YUMS
#1 SELLER!

UNIT III

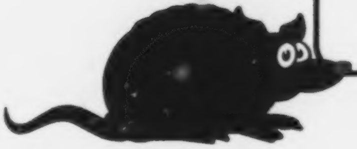
Resisting Substance Use

XXX
WHISKEY
MASTER BREW
BEER

LESSON

18

Facts About Medicines



Objectives

Students will be able to describe the importance of the proper use of medicines.

Students will be able to identify criteria used to classify medicines.

Time

One or two class periods.

Overview

Unit III: Resisting Substance Use begins with a lesson about prescription and over-the-counter drugs—drugs used as medicines. Students discuss medicines and how they help the body. They learn that there are two categories of medicinal drugs—prescription and over-the-counter.

Students look at and discuss labels for both prescription and over-the-counter drugs. They review important rules for taking medicine and then create word splashes, using key concepts about drugs.

Integration

Language arts, science, social studies.

Teacher Materials and Preparation

HAVE:

✓ Several containers of over-the-counter medicines, such as aspirin, cough medicine, decongestants, etc., in varying forms—capsules, tablets and liquids. Containers can be empty. You may want to ask students to bring empty containers to class.

COPY:

✓ **Prescription Label-Wise**, one for each student.
✓ **Over-the-Counter Label-Wise**, one for each student.

MAKE:

✓ Transparency of **Medicine Word Splash**, or copy word splash on the board.
✓ Transparency or poster of **Prescription Label-Wise**.
✓ Transparency or poster of **Over-the-Counter Label-Wise**.

REVIEW:

✓ **Prescription Label-Wise *Example*.**

Procedure

■ Show students the transparency of **Medicine Word Splash** or the copy on the board. Help students read the words. Ask students what all the words have in common (types of medicines). Ask students to name other medicines they have taken or heard of. Add these words to the word splash.

Write the question WHAT DO MEDICINES DO FOR THE BODY? on the board. Ask students to think about the reasons they have taken medicine. Write their responses on the board. Answers may include the following:

- to treat a cough
- to control sneezing
- to treat a rash
- to get a fever down
- to treat a stomachache
- to prevent an infection after getting a cut or breaking a bone

Tell students that medicines do two important things. Have students look at the list they generated to see if they can figure out these things. Help students generalize that medicines help cure illness and help the body heal injuries.

Ask students if they know any other ways to help the body heal. Explain that we don't always need medicine when we're sick. Ask the class to list some other ways their families treat illness. Responses may include:

- lemon-lime soda to treat stomachaches
- mild tea to treat diarrhea
- hard candies to soothe coughs
- chicken soup for colds or flu
- warm baths for muscle aches

Emphasize that rest, sleep and healthy eating are also important ways we can help ourselves feel better.

■ Ask students to respond to the following statement by putting their thumbs up for yes or their thumbs down for no. Read the statement, "All medicines are a type of drug." Emphasize that medicines are drugs. Explain that medicines are drugs that have special uses to help sick people get healthier.

Review the definition of a drug—a substance that changes the way people think, feel or act. Emphasize that because medicines are drugs, they should be taken only as directed. Remind students that they should only take medicine with an adult's approval. They should never take anyone else's medicine.

■ Tell students that medicines fall into two categories. Write the terms PRESCRIPTION and OVER-THE-COUNTER (OTC) on the board.

Discuss prescription drugs with students. Ask them to share what they know about prescription drugs. Explain that a prescription drug is one ordered by a doctor. You can't get it without a doctor's prescription. The doctor may write the prescription on a special form or call the pharmacist to order the prescription.

You can only buy a prescription drug from a pharmacist. Pharmacists have special training in mixing and handling drugs and medicine. They can't give you a prescription drug without the doctor's order. Add that prescription drugs are often stronger than over-the-counter drugs.

■ Divide students into small groups. Distribute the **Prescription Label-Wise** worksheet. Tell students this is a blank label for a prescription. Ask them to fill in the blanks on the label as you discuss each item.

Show students the transparency or poster of **Prescription Label-Wise**. Review the types of information that must appear on the prescription label as you fill in the blanks on the transparency or poster.

Number one is the name of the pharmacy. The address and phone number also go here. This information is helpful if you have any problems with or questions about the prescription. Tell groups to make up the name and address and phone number, or fill in the transparency and let students copy it.

Number two is the prescription number. Tell students pharmacists give each prescription a number. They use this number to keep track of the prescription. If you need more of the prescription (a refill), the pharmacist can use this number to find the original prescription. Tell students to fill in a six-digit number as you fill in the transparency.

Number three is the name of the doctor who prescribed the medicine. Tell students the doctor's name is always on the label, so both the patient and the pharmacy know who wrote the prescription. Then they can check with the doctor if they have any questions. Tell students to make up a name for the doctor and fill it in, or let students copy the name you write on the transparency.

Tell students that number four is the first and last name of the person the prescription is for. Remind them that they should never take someone else's medicine, so it's very important to know who the prescription is for. Tell students they can fill in their names here.

Tell students that number five is for the date the prescription was filled. Fill in today's date.

Explain that number six is for the name of the medicine, the amount of the medicine (number of tablets, ounces, etc.) and the strength of the medicine. Have students make up a name for the medicine and fill it in. Tell students people need to know what medicines they are taking because some medicines don't work well together.

Have students fill in numbers to show how much of the medicine is in the prescription and how strong it is. You may want to ask students to copy the numbers you fill in on the transparency, e.g., #100 (number of tablets), 250 mg. (strength).

Tell students that the lines at number seven are for writing the directions for taking the medicine, including how much to take and how often. Remind students that it's very important to follow directions when taking medicine. Write *Take one tablet four times a day for ten days* on the label, and have students copy it.

Tell students that number eight indicates the number of refills. Suggest that students fill in a small number (0–2) here. Explain that usually the doctor will want to see you again before you get more medicine.

Point out that most medicines have a date after which they should not be used. Explain that older medicines lose their strength and can't help you as much. This date is often called the expiration date. Medicine should be discarded after this date. Have students fill in a date in the next year for number 9.

Tell students that many medicines have special directions for storing or using them. Point out number ten. Tell them this is where a special label would go. Give students some of the following examples:

- Shake well before use.
- Store in refrigerator.
- Take with food or milk.
- Finish all this medicine unless otherwise directed by a physician.

Tell students they can fill in this label if they'd like.

Tell students that line eleven is for the pharmacist's initials. Explain that the pharmacist who fills the prescription will often initial the label. Then, if there are any questions about the prescription, the pharmacy will know who filled it. Tell students you will initial their labels when you check their work.

■ Give each group of students an empty container for a common over-the-counter (OTC) drug. Ask groups to identify the drugs. Tell students these are called over-the-counter drugs because you can buy them without a prescription.

Show students the **Medicine Word Splash** again. Ask them to identify the over-the-counter drugs in the word splash (aspirin, Pepto-Bismol, Tylenol, etc.).

Distribute the **Over-the-Counter Label-Wise** worksheet, and show students the transparency or poster. Review the items that are included on labels for OTC drugs, including:

- what the medicine is used for
- how much medicine equals a dose for both adults and children
- how often adults and children can take the medicine
- possible side effects
- groups of people who may have trouble taking the medicine

Have groups find each of these pieces of information on the label of the container you gave them. Tell students to use this information to answer the questions on the worksheet.

■ Tell students that some people think medicines are, in a sense, miracle drugs. A hundred years ago, people didn't have many of the medicines we have today. One hundred years ago, people who were sick with diseases we can treat today often died because there was no medicine to cure them.

Tell students that medicines can help us cure or prevent many illnesses. However, they can't cure everything. Remind students that there is as yet no cure for AIDS, for example. Therefore, we have to take care of ourselves and make healthy choices.

Remind students that medicines are drugs; they must be used correctly or they can create problems. Ask students to think about rules they've learned for taking medicines. As students list rules, write the rules on the board. Be sure the list includes the following rules:

- Take prescription medicine only when prescribed by your doctor.
- Check with an adult before taking over-the-counter medicine.
- When you take medicine, follow the instructions on the label; be sure to take the correct amount at the correct time.
- Don't take more than two types of medicine at a time unless your doctor tells you to.
- Throw away old (outdated) medicine.
- Get help if you take the wrong medicine or take too much.

Explain to students that when we talk about drug abuse we usually are talking about taking illegal drugs such as cocaine, heroin or marijuana. But some people abuse or misuse legal medicines. Some people do it on purpose, and some people do it accidentally.

Tell students to look at the list of rules for taking medicine that they just created. Discuss how people might deliberately or accidentally misuse medicines.

Remind students that even though medicines can help heal sickness or injury, taking the wrong medicine or taking medicine incorrectly can make people very sick. Add that sometimes the body can heal itself with rest and sleep. And making healthy choices helps us avoid illness and injury.

Evaluation

Tell students to create their own word splashes titled "Things to Know About Medicines." Tell them to use key words or phrases discussed in today's lesson for their word splashes. Evaluate students' work for their ability to identify important concepts about medicines.

Follow-Up/Extension

Have students do some research on the sources of medicines. Although many medicines today are manufactured, traditional sources of medicines include parts of plants (roots), parts of some animals (fish and frogs) and mold.

Using the steps for saying no from Lesson 7, develop scenarios around medicine for students to practice saying no. Scenarios might include:

- Your best friend wants you to take some of her headache medicine when your head hurts. How do you say no?
- Your stomach hurts. Your cousin tells you he's got the best stomachache medicine in the world. How do you say no?

Have students explore the ways people in different cultures treat the body's illnesses or injuries. For example, Chinese use acupuncture and herbs; Native Americans use a variety of plants.

TEACHER

Medicine Word Splash

Advil

amoxicillin

Dimetapp

Erythromycin

Sudafed

aspirin

penicillin

Tylenol

Pepto-Bismol

Name ____

Prescription Label-Wise

1. ____________________ Pharmacy Phone __________

____

2. No. ____________ 3. Dr. __________________

4. ____________________ 5. __________ 11. ______

6. ____

7. ____

____

____

10.

8. ________________ Refills 9. Exp. ______________

TEACHER

Prescription Label-Wise

Example

1. *SafeDrug* Pharmacy Phone *555-1234*

10 Cactus Way

2. No. *096410* 3. Dr. *A. Madillo*

4. *Irma Armadillo* 5. *10-15-93* 11. *KN*

6. *Texasin, #100, 250 mg.*

7. *Take one tablet four times a day for ten days*

10. **Take with food or milk.**

8. *1* Refills 9. Exp. *10-30-94*

Name ____

Over-the-Counter Label-Wise

Directions: Work with your group to find the following information on the label your teacher gives you. Then answer the questions.

1. What is the brand name of your OTC medicine? ____________________

2. What is it used for? ______________________________________

3. What is the recommended adult dose? ____________________

4. Is there a recommended child's dose? ____________________
   If so, what is it? ______________________________________

5. How often should this medicine be taken? ____________________

6. Are there any cautions or warnings? ____________________
   What are they? ______________________________________
   ____

PINK MEDICINE
PINK MEDI-CINE
PINK MEDICINE

LESSON

19

These Drugs Aren't Medicine

Objective

Students will be able to explain reasons not to use tobacco or alcohol.

Time

Two class periods.

Overview

This lesson focuses on tobacco and alcohol use prevention. Students review the decision steps studied earlier and apply them to making decisions about tobacco and alcohol use. They see examples of tobacco and alcohol products, so they can identify them. They learn about the effects of tobacco and alcohol on the body. They are also introduced to the concept of addiction.

Note: During lessons on sensitive topics such as alcohol and drug use, personal issues may arise. Be prepared to refer students to appropriate professionals (school or community counselors, etc.). Discourage the sharing of personal stories during class, but be available to talk to students privately. See "Responding to Student Questions and Concerns" in How to Use This Curriculum for guidelines. You may also want to review class groundrules before teaching this lesson.

Integration

Science.

Teacher Materials and Preparation

HAVE:

- ✓ Transparency or poster of **Decision Steps,** from Lesson 3.
- ✓ Transparency or poster of **Natasha—Nervous System Specialist,** from Lesson 12.
- ✓ Transparency or poster of **Cicero Remus—Circulatory-Respiratory Systems Specialist,** from Lesson 11.
- ✓ Transparency or poster of **Ursula—Urinary System Specialist,** from Lesson 15.
- ✓ Transparency or poster of **Good Decision Checklist,** from Lesson 3.
- ✓ Pictures of print ads for alcoholic beverages and tobacco products. *Or* samples of empty alcoholic beverage bottles and tobacco products.

Procedure

■ Begin the lesson by asking students if they know someone their age who has tried smoking or chewing tobacco or drinking some alcohol.

Tell students that sometime in the next few years, they may be in a situation where they'll need to decide if they want to try tobacco or alcohol. Add that today they're going to review some old information and learn some new information that will help them make smart choices about using tobacco and alcohol.

Review the **Decision Steps** from Lesson 3, using the transparency or poster. Tell students these steps can help them make healthy choices about tobacco, alcohol and other drugs.

■ Write the words TOBACCO and ALCOHOL on the board. Remind students that tobacco and alcohol are drugs. Ask students how these drugs are different from medicines. Explain that medicines help the body fight illness and restore health; drugs like tobacco and alcohol are not good for health.

Ask students to name other drugs that are not healthy for the body. Write responses on the board. Responses may include crack cocaine, heroin, marijuana, etc. Point out that these drugs are not only unhealthy, many of them are dangerous and most of them are illegal. Remind students that all the drugs listed, including tobacco and alcohol, are unhealthy and illegal for children to use.

Tell students that today the class is going to look at the two drugs most likely to be offered to children their age—tobacco and alcohol. Explain that although tobacco and alcohol are legal for adults, they are illegal for children. Like other illegal drugs, tobacco and alcohol are not healthy for children.

■ Point out the first step in the decision-making process—*Identify the decision*. Tell students that in order to know that someone is offering an alcoholic beverage, you need to know what drinks have alcohol in them. Make a list on the board entitled ALCOHOLIC BEVERAGES.

To help generate the list, show students the empty liquor bottles or magazine pictures of alcoholic beverages you've collected. Ask students to name other types of alcohol to add to the list. Be sure responses include wine, beer, wine coolers, whiskey, cocktails, spiked punch.

Tell students to find the word *alcohol* on the bottles or in the pictures. Explain that alcoholic beverages such as beer and wine must identify how much alcohol is in the beverage. Tell students that if they are offered any of the drinks on this list, they are being offered alcohol.

■ Point out the second step in the decision-making process—*Consider the choices.* Ask students how many choices they have if someone offers them an alcoholic drink (two). What are the choices? (Drink the alcohol. Don't drink the alcohol.)

Review step three of the decision-making process—*Think about the consequences of each choice.* Tell students that in order to consider the consequences they need to know the facts about alcohol.

Explain that alcohol can make people so sick they vomit. Add that people who drink alcohol can get hangovers. A hangover may include a headache, a queasy stomach and an overall yucky feeling.

■ Show students the transparency or poster of **Natasha—Nervous System Specialist**. Tell students that the brain is the center of the nervous system and the headquarters of the body. Explain that when people drink alcohol, the brain is quickly affected.

Tell students that alcohol slows down the brain. After drinking alcohol, people may have trouble walking, talking and doing other activities such as driving a car or riding a bike. Explain that many automobile crashes are caused by drivers who have been drinking alcohol.

Add that alcohol also slows down the parts of the brain that control judgment, thinking and self-control. Pose the following situations to students:

- Let's say you're crossing a busy street and a car is coming down the street pretty fast. Normally, what would you say to yourself? (That car is coming pretty fast. I'll wait until it passes.) But if you've been drinking and your judgment isn't as good as normal, you might try to cross the street right now. And what could happen? (You might get hit by the car.)
- Let's say it's a cold but sunny day. You're going outside. Normally, what would you do before you went out? (Put on some warm clothes.) But if you've been drinking and your thinking isn't as good as normal, you might go outside without putting a coat on. And what could happen as a result? (You could get sick.)
- Let's say there's someone who gets on your nerves. This person has a habit of saying stupid things. Normally, you might just ignore her or him or walk away when she or he acts dumb. However, if you've been drinking and your self-control isn't as good as normal, you might get in an argument or a fight with this person. Then one or both of you could get hurt.

Tell students that alcohol can also damage your liver, a vital organ. Explain that the liver helps us digest food. We have only one liver, and we can't live without it.

Emphasize that alcohol can be deadly. Explain that children are less able to handle alcohol than adults, because they have smaller bodies. Tell students that alcohol is a very strong drug that is very dangerous for children.

■ Discuss with students why people choose to drink alcohol. Responses may include:

- think it is grown up
- think it helps them relax
- like the taste of it

Show students the **Good Decision Checklist**, from Lesson 3. Use each of these points to discuss a decision about alcohol.

Discuss with students:

- With what you now know about alcohol, is drinking alcohol a safe decision? Why or why not?

- Is drinking alcohol a decision that helps you become healthy or stay healthy? Why or why not?
- Are you able to make a decision about alcohol based on reliable information? Why?
- Is drinking alcohol a decision that follows your family's guidelines for you? Why or why not?
- If you were asked if you wanted a drink, what would be your decision? Why?

■ Show students the tobacco products (or magazine pictures) you've brought in. Have students create a list of products that contain tobacco. The list should include cigarettes, cigars, pipes and smokeless (chewing) tobacco. Remind students that they need to know what things contain tobacco in order to know when they're making a decision about tobacco.

Remind students that they need to know the facts about tobacco when they consider their choices. Explain that tobacco products contain a very deadly poison called nicotine. Nicotine is so deadly that a single drop on a person's tongue can kill him or her.

Show students the transparencies or posters of **Cicero Remus—Circulatory-Respiratory System Specialist**, from Lesson 11, and **Ursula—Urinary System Specialist**, from Lesson 15. Ask students what kind of effect tobacco has on these two body systems.

Explain that the nicotine in tobacco affects the circulatory system by increasing blood pressure and making the heart beat faster. It increases the chance of heart attack. The tar in tobacco is a black, sticky substance that affects the respiratory system by leaving tar in the lungs.

Tell students that tobacco affects the urinary system because it's bad for the kidneys. Explain that the kidneys must help the body get rid of all wastes, including any of the chemicals that get into the body from tobacco.

Tell students that people who use tobacco have greater chances of getting lung diseases. People who use smokeless tobacco have greater chances of getting throat or mouth cancer.

Ask students to name some other problems caused by tobacco. Be sure the list includes:

- bad breath
- smelly clothes
- yellow teeth

■ Discuss with students why people choose to smoke (think it's cool or grown-up, friends do it).

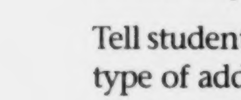
Use the **Good Decision Checklist** to discuss a decision about tobacco. Ask students:

- With what you now know about tobacco, is using tobacco a safe decision? Why or why not?
- Is using tobacco a decision that helps you become healthy or stay healthy? Why or why not?
- Are you able to make a decision about tobacco based on reliable information? Why?
- Is a using tobacco a decision that follows your family's guidelines for you? Why or why not?
- If you were asked if you wanted to use tobacco, what would be your decision? Why?

■ Tell students that both alcohol and the nicotine in tobacco are addictive drugs. Help them understand the concept of *addiction*.

Ask students if they've ever played a computer game or video game and had a hard time stopping. Perhaps it was time to go to bed but they kept on wanting to play "one more game." Do they remember what it felt like to try to make themselves stop? Was it hard? Was it uncomfortable? Could they to do it? What happened next?

Tell students that getting hooked on computer or video games is a mild type of addiction, but it's something we can end without any serious consequences. Explain that getting addicted to a drug (such as tobacco, alcohol or other drugs) is much more serious.



Tell students that once people start taking an addictive drug, the body starts wanting the drug. If they don't keep taking the drug, the body gets very uncomfortable. In fact, people may start feeling sick until they get more of the drug.

Add that it gets worse. The more someone takes of an addictive drug, the more the body wants. Tell students that getting addicted to any drug, including tobacco or alcohol, is a very serious consequence of choosing to use drugs.

Evaluation

Have students list reasons not to use tobacco or alcohol. Evaluate their responses for their ability to explain reasons not to use drugs.

Follow-Up/Extension

To provide students with more information about illegal drugs, contact your local police department for a specialist to explain the dangers of drugs to the class.

Suggested Resources

American Cancer Society. Local chapters of the society offer a variety of materials for tobacco use prevention.

American Lung Association. Local chapters of the lung association offer a variety of materials related to smoking prevention.

Tobacco Talk: Educating Young Children About Tobacco. C. D'Onofrio. Santa Cruz, CA: ETR Associates. This helpful handbook offers parents and educators accurate, age-appropriate ways to explain complex tobacco issues.

LESSON

20

Saying No to Drugs

Objective

Students will be able to demonstrate how to say no to tobacco, alcohol and other drug use.

Time

One class period.

Overview

This lesson is a review and reinforcement of an earlier lesson on saying no (Lesson 7). It extends roleplay practice in saying no to situations specific to alcohol and other drug use. Studies show that such practice helps children say no in real-life situations.

Integration

Language arts

Teacher Materials and Preparation

HAVE:
✓ *No, No, Annette* student booklet, from Lesson 7.

COPY:
✓ **Saying No to Drugs** worksheet, one for each student.
✓ **Saying No Again to Drugs** worksheet, one for each student.

REVIEW:
✓ Lessons 7 and 8.

Procedure

■ Review the information in Lessons 18 and 19 regarding medicines and drugs. Emphasize the following points:

- the correct use and misuse of medicines (including the danger of misuse)
- the names of unhealthy drugs
- the dangers of using tobacco and alcohol

■ Tell students that they have learned a lot about the dangers of using tobacco and alcohol. Tell them that after considering the information about using tobacco and alcohol, many people decide that smoking and drinking are not healthy choices. Emphasize that using tobacco, alcohol or other drugs is never a healthy choice for students their age.

Suggest that students may have already decided that they do not want to use tobacco, alcohol or any other unhealthy drugs—that they want to say no to these drugs. Tell students that making this decision about what they want to do is very important.

Add that once students have made their decision, they're ready to act on the decision. But sometimes acting on a decision is harder than making the decision.

Give students an example, such as making a decision to stop eating chocolate. Ask students how hard it would be to carry out this decision if they walked past a grocery store that sells chocolate. What if a friend pulled out a bar of chocolate on the playground and offered you half of it?

Discuss student responses. Help students understand that when the chocolate is close at hand, as in the playground situation, it is harder to say no.

■ Ask students if they remember the *No, No, Annette* story from Lesson 7. Recap the story for students. Have students identify the four points of a good no statement.

1. Say no clearly.
2. Keep your voice firm and friendly.
3. Use the word *I* in your sentence (No, I do not want to smoke).
4. Suggest something else to do (Let's get some frozen yogurt instead of smoking).

Remind students that these four steps help people say no in a nice but firm way. Tell students that today they are going to get more practice saying no. Tell them that today they are going to practice some statements they can use in situations where friends or peers (or other people) may be pressuring them to use tobacco, alcohol or other drugs.

■ Distribute the **Saying No to Drugs** worksheet. Point out the two-line scripts on the top of the worksheet. Tell students you are going to read the challenge line for Script A (*Teacher*) and you want them to read the response (*Students*). Then read Script B the same way.

Ask students how they might alter their responses to both scripts to sound more like they normally talk. Tell students to write their changes on the worksheet.

Divide students into pairs. Tell students one partner should read the challenges and the other the responses of the scripts you've just read (Scripts A and B). Then have students reverse roles.

Point out the "Write Your Own Scripts" section of the worksheet. Tell students to work with their partners to write responses for these scripts. Tell them to be sure to include the four characteristics of a good no-statement. Let students practice these scripts with their partners. Then have several teams share one of the responses they developed.

■ Review the broken record technique from Lesson 8. Remind students that when someone doesn't take no for an answer the first time we say it, we may need to use the broken record technique. The broken record means to repeat the word *no* until the other person gets the message.

Distribute the **Saying No Again to Drugs** worksheet. Point out the example of the broken record technique on the first page of the worksheet. Tell students that you will read the teacher's role and they are to read the student's.

Then have students pick partners. Tell them to take turns reading both the roles. Then tell students to work with their partners to complete their own broken record scripts on the rest of the worksheet.

When students have completed their scripts, have them practice with their partners. Then ask for volunteers to read their scripts to the class. As the class listens to the scripts, have students identify statements that seem effective.

■ Tell students to write their own scripts about saying no to tobacco and alcohol. Ask them to include a challenge statement and a no response in the scripts. Depending on the ability of your students, have them write a broken record script.

Evaluation

Assess students' work on the saying no scripts for their ability to use the saying no and broken record techniques to say no to drug use.

Follow-Up/Extension

Review the information from Lesson 8 on how to delay. Give students a challenge statement such as "I've got enough beer for everyone. Here, have one." Have students act out things they could say or do to delay responding.

Have students create cartoons to illustrate some of the scenarios they've been practicing.

If you have students from different ethnic or cultural backgrounds, have students create a bulletin board or poster that shows how to say no in other languages.

Invite older middle school or high school students (athletes, school leaders, honor society members) to speak to the class about the importance of avoiding drug use and how they say no to drugs.

Name ______________________________

Saying No to Drugs

Directions: Read the first two scripts with your teacher. Then work with your partner to write no statements for the last three scripts.

Script A

Teacher: My brother gave me some smokeless tobacco, like all the ball players chew. Here. Take some.

Students: No, thanks. I've got gum instead. Would you like some?

Script B

Teacher: I took a wine cooler out of the fridge. Let's share it.

Students: Thanks, but I don't want any. I'm not very thirsty. Why don't we go ride our bikes instead of sitting around?

Write Your Own Scripts

Pat: I found a pack of cigarettes in the parking lot. I'm going to try one tonight. You want to come with me?

Chris: ______________________________

Name ______________________________

Saying No to Drugs (continued)

Lynn: It won't hurt if I put some rum in the lemonade. You know, it's very grown-up to drink.

Logan: ______________________________

Ali: Let's drink some beer. It will help us cool off.

Andy: ______________________________

Name______________________________________

Saying No Again to Drugs

Directions: Read the first broken record script with your teacher. Then work with your partner to write your own broken record script on the next page.

Teacher: Why don't you share this raspberry wine cooler with me?
Student: No, thanks. I don't want to drink a wine cooler.

Teacher: Have you ever had one? They taste like fruit juice. How can you say you don't want it if you never tasted it?
Student: I don't like the taste of raspberry.

Teacher: That's okay, I've got a peach wine cooler, too.
Student: I don't want a peach cooler either. Wine coolers have alcohol, and I don't want to drink alcohol.

Teacher: Are you afraid of booze? Come on. Have some. You'll like it.
Student: No, thanks. I'd rather go back to my house and shoot some baskets. You want to come?

Teacher: Aren't you thirsty?
Student: Not really. But I really want to go shoot baskets. Why don't you come?

Name ____

Saying No Again to Drugs (continued)

Your Own Broken Record Script

Robin: I can get you a pack of cigarettes for $2.

Terry: ____

____

____

____

Robin: What are you? Some kind of cheapskate? You'll like these cigarettes.

Terry: ____

____

____

____

Robin: Maybe you're afraid to smoke?

Terry: ____

____

____

____

Robin: Just try one. I know you're going to like it!

Terry: ____

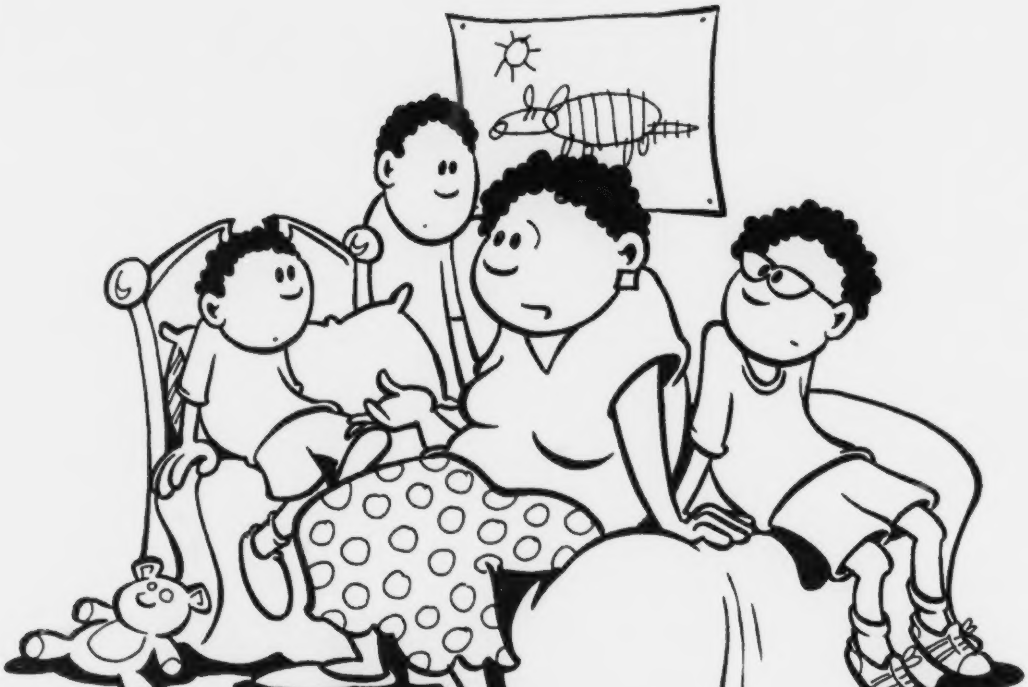
____

____

____

UNIT IV

Dealing with Family Life and Conflict



LESSON

21

What's Important to My Family?

Objective

Students will be able to describe what's important to their families.

Time

Two class periods.

Overview

Unit IV: Dealing with Family Life and Conflict helps students explore their relationships with family members. This first lesson in the unit encourages students to think about what's important to them and to their families.

The lesson begins with a discussion of the different sizes and shapes of families. Students then brainstorm lists of things that are important to them and to their families. They complete a worksheet with their families on family goals. They then create quilt squares (made of paper) that depict important family goals.

Note: Sharing information about families is a very personal matter. You should be aware of your students' family situations and be prepared to alter the lesson accordingly. Be sure to respect students' right to privacy around family issues.

You may want to review class groundrules before this lesson. You should also be prepared to deal with students' disclosures about difficult family situations (See "Groundrules" and "Responding to Student Questions and Concerns" in How to Use This Curriculum.)

Integration

Art, social studies.

Teacher Materials and Preparation

HAVE:

- ✓ Writing paper for students.
- ✓ Art supplies (crayons or markers) for students.
- ✓ Ribbons, colored paper, lace, glitter, and other items to decorate **Family Goals Quilt Squares.**
- ✓ Scissors and glue.

COPY:

- ✓ **Shape of My Family** worksheet, one for each student.
- ✓ **Family Goals** worksheet, one for each student.
- ✓ **Family Life** letter, one for each student.
- ✓ **Family Goals Quilt Square** worksheet, one for each student.

PREPARE:

✓ Cut out and decorate the **Irma Armadillo Quilt Square.**

Procedure

■ Ask students to think of one or two words that describe their families. Ask for volunteers to share their words. Compliment students for their responses.

Explain that today the class is going to learn two ways to describe their families. One way is to describe the size and shape of the family. The other way is to describe what's important to the family.

■ Distribute the **Shape of My Family** worksheet. Tell students to color in a square to represent each family member they live with. Tell students to add family members not listed in the blank squares.

When students have completed the worksheet, ask them to move around the classroom without talking to see if they can find anyone with a family shaped exactly the same as theirs.

Discuss the different shapes of families. Emphasize that no matter how many family members you have or who they are, all families are important.

■ Ask students to think about what's important to their families. What are their family goals?

What kinds of things might a family that thinks education is an important goal do? Responses may include:

- encourage children to study hard and do well in school
- encourage children to go to college
- take adult classes
- donate money to colleges
- read books and magazines
- watch educational television

Tell students that if we think something is important, we show that it's important in the things we do. Different people have different goals. Different families have different goals, too.

Explain that goals can be specific things—things we can see or do—for example, having a car or a house or playing sports. Or a goal can be more general, such as keeping promises or acting in a certain way.

Ask students to brainstorm some things that are important to their families. Write students' responses on the board. Then ask students whether these goals are important to them, too. Do they agree with their family's goals? Do they have other goals? Have students brainstorm their goals to add to the list on the board.

Tell students to think about what things are most important to them. Distribute writing paper, and have students write down their three most important goals. Explain that their goals are personal; they don't have to choose from the list on the board. Tell students they can add this list to their health folders.

Ask students to think about their friends in the class. Do their friends think exactly the same things are important? Do people need to have the same goals to get along? Do friends tend to think that the same kinds of things are important?

Help students generalize that even though they don't all have the same goals and values, they are able to get along with one another. However, people who live in the same family and people who are friends often tend to think the same kinds of things are important.

■ Distribute the **Family Goals** worksheet and the **Family Life** letter. Ask students to take the worksheet home to complete with at least one adult who lives in their home. Explain that the more family members (both adults and children) who work together to complete this sheet, the better.

Tell students to check one of four choices for each goal on the worksheet. The choices are *very important, somewhat important, a little important* and *not at all important*. Tell students to work with family members to decide which category best describes their family's attitude toward each of the things listed on the page. Add that if the family has important goals that are not listed, they should add them to the list and rate them. Ask students to return the worksheets to class.

■ When students have returned the worksheets, discuss what they learned from completing the worksheet with their families. Possible questions include:

- Did most family members value the same things equally?
- If not, what did they disagree about?
- Are there any goals that everyone agreed upon?
- What other things does your family think are important?

Note: Be sensitive to your students' family situations in this discussion. Be sure to protect students' right to privacy.

■ Tell students the class is going to make a Family Goals Quilt to communicate and celebrate the different goals their families have. Show students Irma Armadillo's quilt square. Ask students to identify the goals that Irma depicted in her square (piggy bank—saving money, fruit—eating healthy foods, flag—being a good citizen).

Distribute the **Family Goals Quilt Square** worksheet and art supplies. Tell students to illustrate two or three goals that are important to their families and to decorate their quilt squares.

When students have completed their squares, ask them to describe what they've depicted on their squares. Collect the squares and tape them together to create a quilt mural. *Note:* You can add the completed **Shape of My Family** worksheets to the quilt mural as well.

Evaluation

Assess students' work on the **Family Goals Quilt Square** for their ability to describe what's important to their families.

Home/Family Involvement

Students take home the **Family Life** letter with the **Family Goals** worksheet.

Follow-Up/Extension

Have students create graphs to depict the number of children in the class who have families of two, three, four, etc.

Ask your school librarian for recommendations of books that deal with the theme of family.

Have students create six-word sentences about their families. Print the word *family* in a vertical line. Then create a sentence such as:

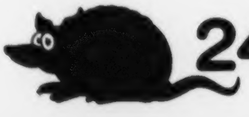
- *Five*
- *Artistic*
- *Magical*
- *Individuals*
- *Loving*
- *Youth*

Name ____

Shape of My Family

Directions: Color in a square for each family member you live with. If you have family members who are not listed, add them in the blank squares.

	younger brother	grandmother	younger sister	older brother
older sister	dad	older sister	mom	stepdad
stepmom	aunt	me	older brother	younger brother
family friend		younger sister	uncle	older brother
older sister	younger brother	grandfather	younger sister	



Name ______________________________

Family Goals

How important does your family think each of these things is?

	very	somewhat	a little	not at all
getting an education	☐	☐	☐	☐
saving money	☐	☐	☐	☐
having friends	☐	☐	☐	☐
being a family	☐	☐	☐	☐
our religion	☐	☐	☐	☐
having fun	☐	☐	☐	☐
our ethnic/racial heritage	☐	☐	☐	☐
buying name-brand items	☐	☐	☐	☐
exercising/being fit	☐	☐	☐	☐
eating healthy foods	☐	☐	☐	☐
sports	☐	☐	☐	☐
working hard	☐	☐	☐	☐
home	☐	☐	☐	☐
travel	☐	☐	☐	☐
being in business for self	☐	☐	☐	☐
leisure	☐	☐	☐	☐
being a good citizen	☐	☐	☐	☐
having privacy	☐	☐	☐	☐
music	☐	☐	☐	☐
entertainment	☐	☐	☐	☐
staying healthy	☐	☐	☐	☐
keeping promises	☐	☐	☐	☐
caring for pets	☐	☐	☐	☐
being honest	☐	☐	☐	☐
protecting the environment	☐	☐	☐	☐

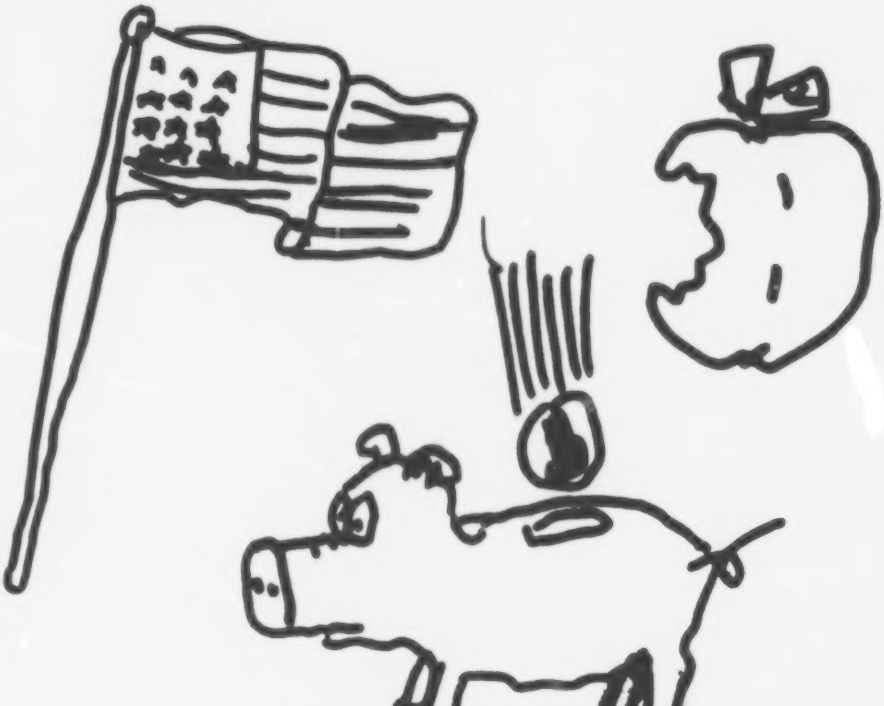
TEACHER

Irma Armadillo Quilt Square

cut here

Irma's family includes:

- Father
- Brother
- Grandmother
- Irma



Name ______________________________________

Family Goals Quilt Square

Directions: Cut out the quilt square. Draw pictures inside the square of two or three of your family goals. Then decorate your square.

List the names of everyone in your family on the lines.

My family includes:

____________________ ____________________

____________________ ____________________

____________________ ____________________

LETTER

Family Life

Dear Family:

As part of the *Actions for Health* curriculum, our class is studying family life. This unit looks at the variety of families and the variety and importance of family goals.

Your child has a worksheet on family goals to share with you. Please help her or him complete the worksheet to indicate what's important to your family. When the worksheet is returned to class, your child will make a quilt square (out of paper) that illustrates some of the things that are important to your family.

A clear sense of the things their families think are important helps children develop a strong self-image and resist peer pressure. We encourage you to discuss your goals and values with your children. If you have any questions, please call.

Sincerely,

____

LESSON

22

Handling Conflict

Objective

Students will be able to describe ways to deal with conflict.

Time

One class period.

Overview

This lesson focuses on conflict resolution. Students consider various situations that could lead to conflict. They discuss possible responses and decide which actions heat up and which cool down conflict. They then learn four ways to handle conflict peacefully and work in small groups to discuss specific case studies.

Integration

Language arts, social studies.

Teacher Materials and Preparation

COPY:
✓ **What Would You Do?** worksheet, one for each student.

MAKE:
✓ Transparency or poster of **Dealing with Conflict.**

PREPARE:
✓ **Conflict Case Studies,** one case study for each of six groups.
✓ Ask the school counselor to help you present this lesson (optional).

Procedure

■ Share the following three situations with students. Ask them to listen and be ready to tell you what these three situations have in common.

Situation 1: You and your sister have five dollars to spend on a present for your mom. You really want to buy her flowers. But your sister thinks you should use the money to get her a pair of earrings instead.

Situation 2: You're not supposed to drink soda in the living room. But you drank a glass of orange soda in there and spilled some on the rug just as your dad walked through the door.

Situation 3: Your younger brother is in a bad mood. He says you took his favorite comic book.

Help students conclude that each case has a situation where one or both people are (or could become) angry. Explain that each of these cases describes a conflict. Tell students that a conflict is a disagreement that involves strong feelings, such as anger.

Ask students to name some conflicts they've heard about or seen in the movies or on TV (lawsuits, wars, fights, etc.). Ask students what kinds of things cause conflict. Explain that there are several causes of conflicts.

When someone breaks a rule or law, it can cause a conflict. Conflict can occur when two people have very different opinions about a certain subject. Conflicts can also occur when people try to make other people do things they don't want to do. Conflicts are often caused by misunderstandings.

■ Ask students to share some conflicts in which they've been involved. Discuss their experiences. Ask students how they handled these conflicts.

Note: You may want to review class groundrules before teaching this lesson. Suggest that students talk about "someone they know" rather than using specific names as they talk about their conflicts.

Be prepared for personal stories about family conflicts to arise during this discussion. Discourage such sharing during class, but be available to talk to students privately. See "Responding to Student Questions and Concerns" in How to Use This Curriculum, and be prepared to refer students to appropriate counselors.

Tell students that people often deal with conflicts in ways that don't help settle the conflict. Sometimes they even make the conflict worse. Ask students what kinds of actions might make conflict worse. Responses may include:

- calling people names
- pushing
- threatening
- fighting
- arguing
- promising to get even

Tell students that these actions that heat up conflict (make it worse) are examples of violence. Explain that violence can be either physical or mental. Add that violence often leads to more violence. Emphasize that violence doesn't solve the problem; it usually makes the conflict worse.

Tell students that there are different ways to handle conflict, ways that don't lead to violence. These actions can help us cool down conflict. Tell students that today they're going to learn some ways to deal with conflicts peacefully, without violence.

■ Show students the **Dealing with Conflict** transparency or poster. Tell them this chart shows some ways to deal with conflict.

Discuss the first suggestion—*Avoid the conflict.* Tell students that sometimes the easiest way to deal with conflict is to prevent it or avoid getting into it. Ask students for some ideas about how to avoid conflict. Write the term WALK AWAY on the chart under *Avoid the conflict.*

Explain that if we get mad at someone or someone tries to get us to fight, one thing we can do is walk away. Ask students how walking away prevents conflict. Explain that it takes two people to fight. When one person walks away, the other has no one to fight with.

Ask students in which of the situations you described earlier it might be possible to avoid conflict. Suggest that it might be appropriate to walk away from your brother when he's in a bad mood.

Discuss the second suggestion—*Cool down the conflict.* Ask students to suggest some ways to reduce conflict. Tell students that when someone gets mad about something we've done, one way to reduce the conflict is to apologize.

Ask how apologizing helps reduce conflict. Help students understand that when we've done something wrong, apologizing is a way of saying, "I was wrong. I'm sorry." When we apologize and mean it, the other person may no longer feel angry.

Ask students in which of the situations you read earlier might apologizing be appropriate. Suggest that it would be appropriate to apologize if you spill orange soda in the living room. Ask students what else might be appropriate in this situation. Other actions could include acknowledging the rule and the reason for the rule of "no sodas in the living room," and, most important, offering to clean up the mess.

Tell students that some conflicts are the result of misunderstandings. Explain that communication can help us cool down these conflicts. Listening carefully to what other people say and trying to understand their feelings can help reduce the conflict.

Write COMMUNICATE on the chart under *Cool down the conflict.* Ask students what might happen if they listened carefully to what a younger brother said about someone stealing his comic book. What could they say to show that they understood his feelings? Suggest that they might say, "I see that you're really angry that your comic book is missing. I didn't take it, but let me help you look for it."

Discuss the third suggestion—*Negotiate.* Explain that negotiation means everyone involved in the conflict works together to come up with a solution they all can and will live with. Add that when we negotiate, everyone has to compromise—give up a little to reach a solution that works for everyone.

Ask students which of the situations you described earlier might be appropriate to solve with negotiation (the conflict about what to buy for Mother's Day). Ask students to suggest some negotiations for that situation. Answers may include:

- buy one or two flowers and a less expensive pair of earrings
- each person take half the money to buy his or her own gift
- go shopping and look for something else that both people agree on

Explain the last strategy for dealing with conflict—*Say no.* Remind students of the four steps for saying no:

1. Say no clearly.
2. Keep your voice firm and friendly.
3. Use the word *I* in your sentence.
4. Suggest something else to do.

Tell students that sometimes situations come up that could lead to conflict if you don't say no. Give students the following situation:

Your best friend always wants to put her arm on your shoulder when you're sitting on the soccer bench. You don't want to be touched. What do you do?

Discuss options with students. Responses may include:

- push her arm away
- start a fight
- walk away
- avoid sitting next to her

Point out that any of these solutions could hurt the relationship. Suggest that the best solution might be to tell your friend that you don't want anyone to put an arm on your shoulder.

■ Divide the class into six small groups, and give each group a different one of the **Conflict Case Studies**. Tell groups to discuss ways to deal with the situation. Ask them to discuss ways to heat up or cool down the conflict.

Encourage groups to explore a variety of ways to deal with the conflict. Have them prepare a report for the class on the conflict and their solutions.

Note: Groups work best when each member has a task—reader, recorder, reporter, timekeeper, etc.

If time allows, encourage students to make up roleplays to perform for the class that demonstrate ways to heat up or cool down the conflict.

■ Distribute the **What Would You Do?** worksheet. Ask students to pick two of the three conflicts on this worksheet. Tell them to describe a hurtful way of dealing with the conflict as well as a positive way of dealing with the conflict.

Evaluation

Evaluate students' work on the **Conflict Case Studies** and their responses on the **What Would You Do?** worksheet for their ability to describe ways to deal with conflict.

Follow-Up/Extension

Discuss how conflict has been handled in stories students have read or movies or television shows they've seen. Help students label the strategy used to resolve each of the conflicts.

Suggested Resources

Mad Attitude?! Violence Gets You Nowhere. Santa Cruz, CA: ETR Associates. This pamphlet for young people suggests constructive ways to handle anger.

Smiling at Yourself: Educating Young Children About Stress and Self-Esteem. A. N. Mendler. Santa Cruz, CA: ETR Associates. This practical handbook for teachers, parents and other caregivers offers suggestions to help children deal with anger and other strong emotions.

TEACHER

Dealing with Conflict

Avoid the conflict.

Cool down the conflict.

Negotiate.

Say no.

TEACHER

Conflict Case Studies

Directions: Cut the case studies apart on the dotted lines. Give a different case study to each student group.

Case 1: A classmate walks up to you and tells you he hates your new jacket. What do you do?

Case 2: A classmate accuses you of insulting her dog. What do you do?

Case 3: Your parents want you to try a new food, but you don't want to eat it. They won't let you have dessert unless you eat all the food on your plate. What do you do?

Case 4: You use your brother's new markers and lose the orange one. What do you do?

Case 5: A classmate writes you a note and says she wants to kiss you. You don't want to be kissed. What do you do?

Case 6: There's one swing left on the playground. You and your friend both grab it. What do you do?

Name ____

What Would You Do?

Directions: Read the three case studies below. Pick two of them and write about ways to heat up or cool down the two conflicts.

Case 1: Someone comes up to you and says you have an ugly nose.

Way to heat up the conflict:

____

____

Way to cool down the conflict:

____

____

Case 2: You want to watch television. Your sister wants to play the radio. The television and radio are in the same room.

Way to heat up the conflict:

____

____

Way to cool down the conflict:

____

____

Case 3: You take your Mom's pocket calculator to school. When you get home from school, you discover that you've lost it.

Way to heat up the conflict:

____

____

Way to cool down the conflict:

____

____

LESSON

23

Creating Win-Win Negotiations

Objective

Students will be able to propose ways to negotiate solutions to conflict.

Time

One class period.

Overview

This lesson examines one technique of conflict resolution—negotiation—in more detail. Students read a story about how one family reaches a decision through negotiation and compromise. They then learn four steps to successful negotiation and use these steps to come up with solutions to various case study problems.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:
✓ *The Day Mama Got Her Bonus* student booklet, one for each student.

COPY:
✓ **Hot Lunch Case Study,** for one small group (five or six copies).
✓ **Games Case Study,** for one small group (five or six copies).
✓ **Spend or Save Case Study,** for one small group (five or six copies).
✓ **Smoking Case Study,** for one small group (five or six copies).
✓ **The Big Four Case Study,** for one small group (five or six copies).
✓ **Celebration Case Study,** for one small group (five or six copies).
✓ **Conflict Resolution** letter, one for each student.

Procedure

■ Review the four conflict-resolution strategies discussed in Lesson 22. (Avoid the conflict; cool down the conflict; negotiate; say no.) Tell students that they've probably had experience in many of these ways of dealing with conflicts, including saying no.

Explain that the strategy most people need help in learning is the strategy of *negotiation.* Ask students if they know what negotiation means. Explain that negotiation is the process of discussing a matter in order to settle it.

Tell students that negotiation doesn't work with everyone or in every conflict. Explain that negotiation can only work if everybody involved wants to resolve the conflict, is willing to compromise, is able to understand what's going on and can think logically.

Add that negotiation takes time and effort. It takes only a second to punch someone. But it may take hours or even days to negotiate a solution that everyone can live with.

Tell students that negotiation usually doesn't lead to getting things exactly the way you want them. But it leads to a solution that everyone involved is willing to live with.

Explain that the goal of negotiation is to create a "win-win" situation. Ask students what a win-win situation is (a situation where everybody feels happy, or at least satisfied, with how the conflict is settled).

- Distribute the student booklet *The Day Mama Got Her Bonus*. Depending on the ability of your students, read the story to the class, have them read it to themselves, or read it together.

- Show students the **Negotiation Steps** transparency or poster, and review the steps as you discuss the story. Point out the first step—*Identify the problem.* Ask students what the problem was in this story (agreeing on how to spend two hundred dollars).

Tell students that the problem in the story was pretty clear. Point out that in real life, the problem might be harder to identify. Ask if students have ever had a fight with someone when what they were arguing about wasn't what they were really mad about.

Tell students that sometimes a disagreement or conflict can get all mixed up. So the first step in negotiating is to figure out what the problem is.

Discuss Step 2—*Tell the other person that you want to find a solution you both can agree on.* Add that when you say this, you really have to mean it.

Point out that sometimes people say they want to come up with a solution that everyone can live with but what they really want is to make you do things their way. Unless both people really want to solve the problem, it's almost impossible to do.

Emphasize that when you agree to negotiate, you have to be willing to listen to the other person's point of view. Each person has to be able to tell the other person how he or she feels, and both people have to listen to and try to understand each other.

In the story, Mama told the boys they had to agree on the solution. Ask students at what point the three boys all really understood what that meant (after Grandma talked to them).

Introduce the next step in negotiating—*Brainstorm solutions*. Tell students that when they brainstorm solutions, they should try to think of as many different ways to solve the problem as possible. Explain that the more solutions they come up with, the better the chances of resolving the conflict.

Ask students to name some of the ideas the brothers in the story brainstormed. Why did they have to cross off some of the ideas? (They were dangerous or too expensive.)

Move on to the final step of negotiating—*Choose the best solution*. Point out that the best solution in one situation might not be the best solution in another situation. Tell students the best solution is the one that all the people involved are happiest with. This is a win-win solution.

Remind students that in the story, the boys called their solution a win-win-win solution. Why? (There were three boys who had to agree.) Ask students to describe the solution in the story (take a vacation by visiting an aunt in Chicago, eating out frequently and going to a baseball game).

Tell students that in the story, the solution was described as a compromise. Ask them to define a compromise (when you give up part of what you want to get something else you want).

- Divide the class into six small groups. Give each group copies of a different case study—Hot Lunch, Games, Spend or Save, Smoking, The Big Four, Celebration. Be sure each group member has a task—reader(s), recorder(s), reporter(s), timekeeper, etc.

Tell groups to read their case studies and come up with three or more solutions to the problems. Ask them to write down their solutions and circle the solution that they think is best.

Have groups report to the class what their conflict was and the best solution they came up with. Discuss whether these solutions are win-win solutions.

Evaluation

Assess students' work on the case studies for their ability to negotiate solutions to conflict.

Home/Family Involvement

Distribute the **Conflict Resolution** letter. Tell students to take the letter home with the student booklet *The Day Mama Got Her Bonus*. *Note:* You may want to devise a check-out system to be sure the booklets are returned to class.

Follow-Up/Extension

To be successful at negotiation, people need to be good listeners. Do the following activity with the class to illustrate that it is not easy to be a good listener.

Have students arrange their chairs in a circle so everyone can see everyone else. Take a $5 (or $10 or $20) bill out of your wallet and show it to the class. Say something such as:

"I'm willing to give this money to the class for the best idea for how to use it. Everyone who wants to make a suggestion will be able to.

"However, before you tell the class your suggestion, you must first repeat what the person who spoke right before you said. If you cannot repeat what this person said, you cannot share your idea."

Give students a minute or two to collect their thoughts. Then ask those who have an idea to raise their hands. Begin by sharing what you'd do with the money. Then select students randomly. Be sure students repeat or accurately paraphrase what the person who spoke before them said.

End the activity by asking students to discuss the experience. If they experienced difficulty in listening, why do they suppose that happened? Were they busy thinking about what they'd say if they were called on next? Help students generalize that it is a lot of work to be a good listener. Discuss why a good negotiator has to be a good listener, too.

Note: You should be willing to give up the money you offered. You will need to decide on your criteria for determining the best idea for how the money is to be spent.

Have students write an essay on why any one of the following statements is a roadblock to handling conflicts:

- I must have everything my way.
- I have no control over the way I feel or act.
- Somebody else should solve my problems.
- If you wait long enough, problems disappear.

Negotiation Steps

1. Identify the problem.
2. Tell the other person that you want to find a solution you both can agree on.
3. Brainstorm solutions.
4. Choose the best solution.

Name ____

Hot Lunch Case Study

Before Art's mom remarried, Art and his brother always ate the school hot lunch. Now Art's stepdad wants to make lunches for Art to take to school every day. Art would rather eat the hot lunch.

What's the problem? ______________________________________

Possible solutions:

____

____

____

____

____

____

____

____

____

Circle the best solution.

Is your best solution a win-win solution? Do both Art and his stepdad win?

____

____

____

Name ____

Games Case Study

Your grandfather has offered to play a game with you and your cousin. Your grandfather doesn't care which game you play. You want to play Monopoly. Your cousin wants to play dominos.

What's the problem? ______________________________________

Possible solutions:

Circle the best solution.

Is your best solution a win-win solution? Do both you and your cousin win?

Name ______________________________

Spend or Save Case Study

You just earned $4.50 mowing the next door neighbor's lawn. You've decided to spend your money on a paperback book. Your father tells you that he thinks you should put the $4.50 in your savings account at the bank.

What's the problem? ______________________________

Possible solutions:

Circle the best solution.

Is your best solution a win-win solution? Do both you and your dad win?

Name

Smoking Case Study

Shani can't stand the smell of smoke. Shani's mother is a heavy smoker. She smokes in the house, in the car and just about everywhere she goes. Shani especially doesn't like it when her mother smokes in Shani's bedroom.

What's the problem?

Possible solutions:

Circle the best solution.

Is your best solution a win-win solution? Do both Shani and her mother win?

Name ______________________________

The Big Four Case Study

You and three of your friends have formed a brand new club. You've decided on a name—"The Big Four." And you've chosen the club song and meeting date. But everyone wants to be the president.

What's the problem? ______________________________

Possible solutions:

____

____

____

____

____

____

____

____

____

Circle the best solution.

Is your best solution a win-win solution? Do you and all three of your friends win? ______________________________

____

____

Name ____

Celebration Case Study

Fadi's family always celebrates birthdays with a special home-cooked meal and a homemade dessert. This year, Fadi's dad married a woman with three children. Fadi's stepmom always takes her children to a restaurant for their birthdays. Fadi's new stepsisters started complaining when Fadi said he wanted homemade lasagna and chocolate brownies on his birthday instead of going to a restaurant.

What's the problem? ________________________________

Possible solutions:

____

____

____

____

____

____

____

____

____

Circle the best solution.

Is your best solution a win-win solution? Do both Fadi and his new stepsisters win? ________________________________

____

LETTER

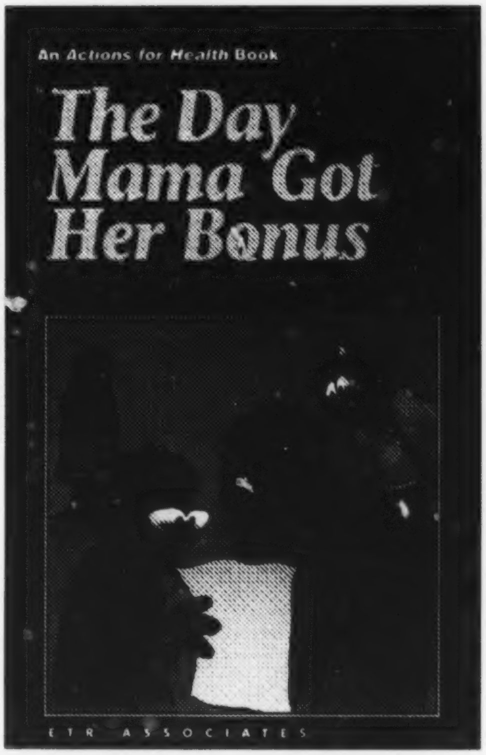
Conflict Resolution

Dear Family:

As part of the *Actions for Health* unit on family life, our class is studying conflict resolution. Children have learned about ways to settle conflicts without hurting others. The conflict resolution techniques we've studied include walking away, apologizing and negotiating.

Your child has a booklet to share with you, which we read in class today. The booklet, *The Day Mama Got Her Bonus,* illustrates how three brothers use negotiation and compromise to settle a conflict. I hope you will enjoy sharing this story with your child.

Sincerely,



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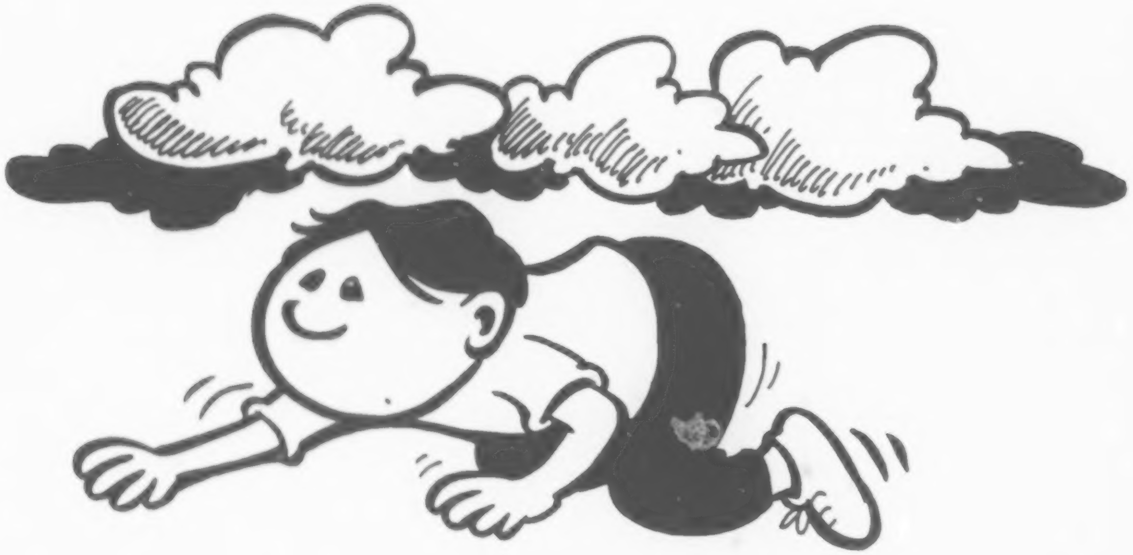
UNIT V

Preventing Fire Injuries



LESSON

24 Understanding Fire

Objectives

Students will be able to demonstrate the "Stop, drop and roll" technique.

Students will be able to identify the elements necessary for a fire.

Time

One class period.

Overview

Unit V: Preventing Fire Injuries begins with a lesson on the elements of fire and an explanation of the "Stop, drop and roll" technique. If your students are already familiar with this information, you can use the information in this lesson as the basis of a quick review and move on to the remaining lessons on fire safety.

Integration

Science.

Teacher Materials and Preparation

HAVE:
- ✓ Several matches.
- ✓ A brick or a small piece of concrete.
- ✓ One candle in a holder.
- ✓ Glass jar that will fit over the candle in the holder.

COPY:
- ✓ **Will it Burn?** worksheet, one for each student.

MAKE:
- ✓ Transparency or poster of **What Makes Fire Burn.**

Procedure

■ Ask students to think of all the ways people use fire to help them (for heat, for light, to cook and bake, to make lots of different products, etc.). Write students' responses on the board.

Then ask students to name some of the dangers of fire (injures your skin, injures your lungs, can kill you). Tell students that they're going to learn more about how to prevent injuries from fire. Point out that learning to prevent these injuries is another important behavior that helps us stay healthy.

■ Show students the **What Makes Fire Burn** transparency or poster. Ask students to identify the three things that are needed to make a fire—something that will burn, heat and oxygen. Discuss each of these elements.

Ask students for examples of things that will burn (clothes, wood, paper, rags, gasoline, paint, chemicals, furniture, rugs). Ask them to name some sources of heat for a fire (matches, cigarettes, fireplaces, stoves, electrical appliances, lightning, outdoor grills, electrical wires).

Ask students what gas human beings need to breathe (oxygen). Tell them that oxygen is found almost everywhere in our world.

Explain to students that if we can get rid of at least one of the three things needed to make a fire, we can prevent fires. Add that when a fire does start, fire fighters must get rid of one of these three things to stop the fire. Tell students you're going to demonstrate what happens when one of the three needed elements is removed from a fire.

For the first demonstration, show students a piece of paper. Ask students if paper will burn (yes). Then ask if there is oxygen in the room (yes). How do we know? (Everyone in the room is breathing.) Ask students if there is a source of heat near the paper (no).

Then ask students if the paper is on fire (no). Why not? Point out that there is no source of heat for the fire. The three elements necessary for a fire are not together.

For the next demonstration, light a match and put the flame on a brick or a piece of concrete. Ask students if there is still oxygen in the room (yes). Is there a source of heat? (Yes.) What? (The match.)

Ask why the match doesn't continue to burn after you've put it on the brick or concrete. (Brick and concrete will not burn.) Ask students to name some other things that don't burn (ice, water, dirt). Emphasize that a fire cannot start without something to burn.

For the third demonstration, use a match to light a candle that is firmly set in a candle holder. Let the candle burn for about five seconds. Then place a glass jar that is slightly taller than the candle over it.

When the flame goes out, ask students what happened to the flame (went out). Ask students if there was heat (yes). Where did the heat come from? (The match.) Was there something to burn? (Yes.) What was it? (The candle wick.)

Ask students what was missing in this demonstration. If there were heat and something to burn, why was there no fire? (Oxygen was missing.) Ask students what happened to the oxygen.

Point out that when you lit the candle, it had lots of oxygen to burn. But when you put the glass jar over the candle, you limited the amount of oxygen around the candle. Once the oxygen in the jar was used up, the flame died. Tell students that putting the jar over the candle smothered the fire.

■ Discuss the concept of smothering a fire with students. Ask them to suggest other ways to smother a fire (throw dirt on a campfire, put a lid on a pot that's on fire, use a fire extinguisher with foam, put a rug over a small fire).

Tell students that if their clothes or hair ever catch on fire, the best way to smother the fire is to "Stop, drop and roll." Review the technique, asking a student to demonstrate.

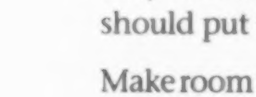
Explain that you should stop the minute you realize you are on fire. Drop to the ground immediately. Roll first one way and then the other.

Emphasize that a person whose clothing or hair is on fire should not run. Why is running the wrong thing to do? (Running gives the fire more air, and when the fire gets more air [with more oxygen], it will grow.)

Explain that when you drop down and roll, you smother the fire. Ask students to explain what smothering a fire means (taking away the oxygen so the fire will die).

Ask students how they could help someone whose clothing or hair was on fire smother the fire (cover the fire with a coat, blanket, sheet, towel, etc.). Tell students that if they ever have to stop, drop and roll, they should put their hands over their eyes to protect them.

Make room in your class for students to practice the "Stop, drop and roll" technique, or arrange to take the class to the playground, gymnasium or another area where they can spread out and practice. Have students practice this technique several times, and check to be sure they are doing the procedure correctly.



- Divide the class into pairs, and distribute the **Will It Burn?** worksheet. Tell students to work with their partners to answer the questions for each situation.

Evaluation

Assess students' ability to perform the "Stop, drop and roll" technique correctly.

Assess students responses on the **Will It Burn?** worksheet for their ability to identify possible causes of fires.

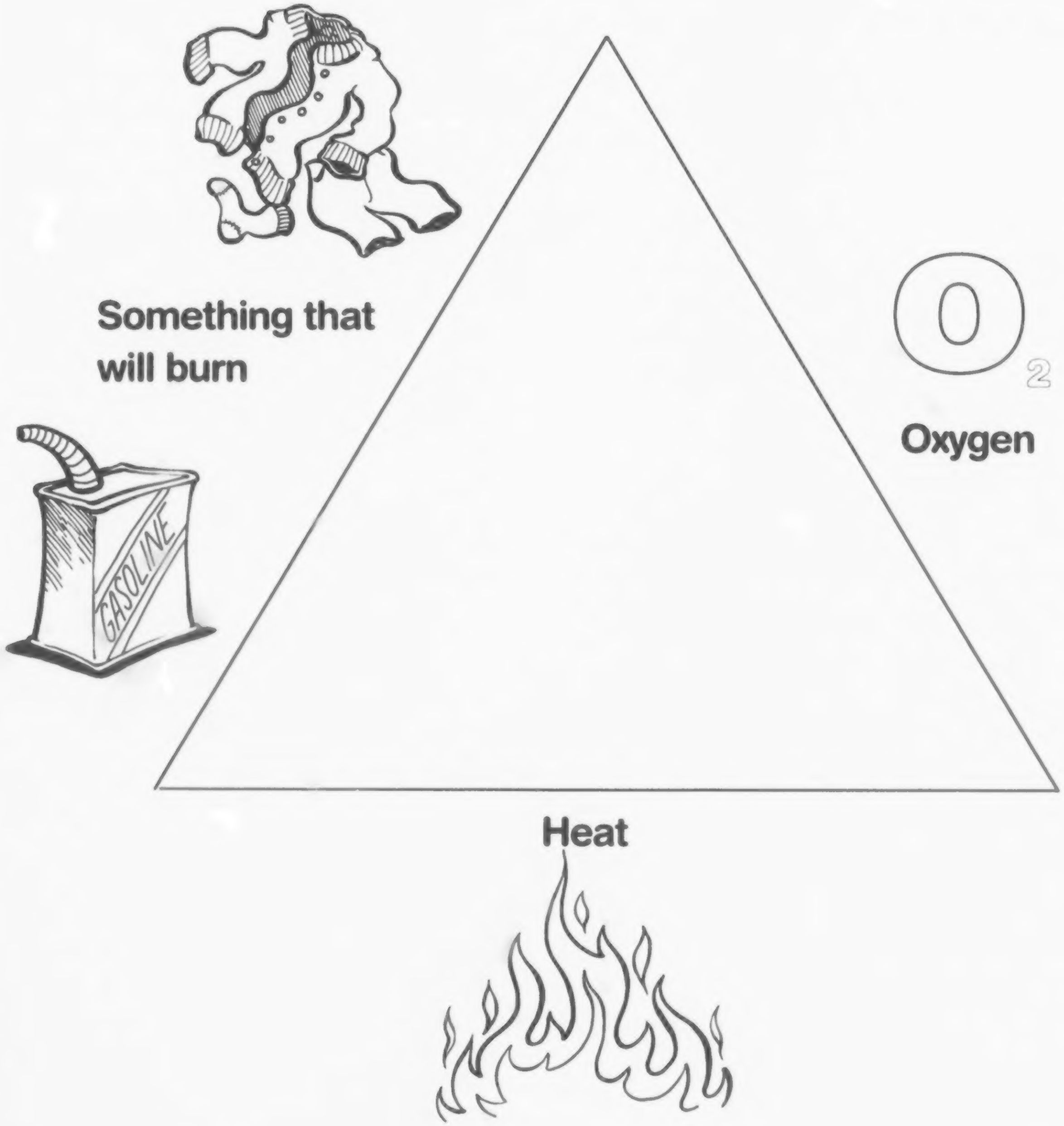
Follow-Up/Extension

Have students play "Stop, drop and roll" as a relay game. On a signal, the first team players do the technique. As soon as they stand up and tap the next people in line, those students do the technique. Before playing, let students know how many times they have to roll backward and forward to complete their turn.

Explain to students that in the past, home fires were even more of a hazard than they are today. Ask students to speculate on why that might have been. Let interested students do research on building construction and sources of heat to find some answers to this question.

TEACHER

What Makes Fire Burn?


Something that will burn
GASOLINE
O_2
Oxygen
Heat

Name ____

Will It Burn?

Directions: Answer the questions about the fire danger in each of these cases.

1. A child goes into a closet and starts lighting matches.

Is there something that will burn? ________ If so, what is it? ____________

Is there heat? ________ If so, what is it? ______________________________

Is there oxygen? ________

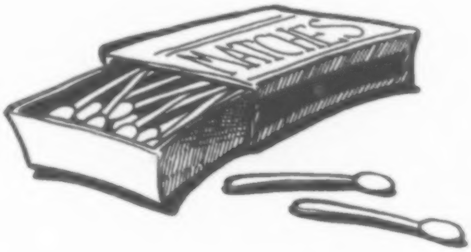
Could there be a fire? ________

Why or why not? ____________________

____

____

____



2. An adult is smoking in bed.

Is there something that will burn? ________ If so, what is it? ____________

Is there heat? ________ If so, what is it? ______________________________

Is there oxygen? ________

Could there be a fire? ________

Why or why not? ________________________

____

____

____

Name ____

Will It Burn? (continued)

3. Someone is cooking at a stove. He is wearing a robe with very loose sleeves. The sleeves come very near to the flame under the pot.

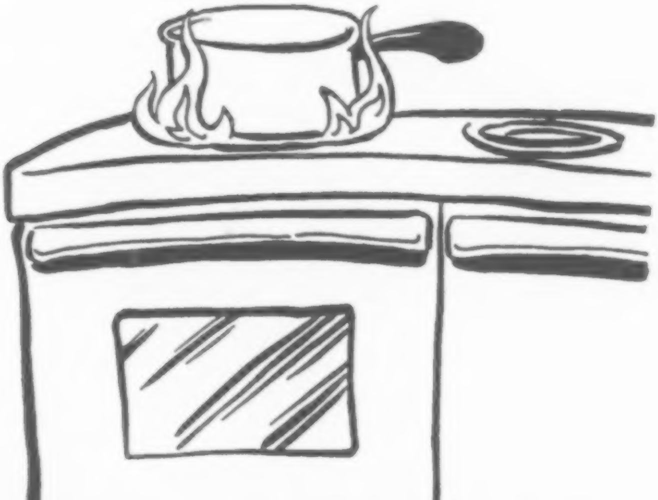
Is there something that will burn? _______ If so, what is it? ___________

Is there heat? _______ If so, what is it? ____________________________

Is there oxygen? _______

Could there be a fire? ________

Why or why not? ____



LESSON

25 Your Best Protection

Objectives

Students will be able to identify fire hazards.

Students will be able to identify fire escape routes.

Time

One class period and time after homework is completed for class reports.

Overview

This lesson looks at ways to protect ourselves from fire. Students discuss fire hazards in the home. They take home a worksheet and work with family members to evaluate their homes for fire safety. They see a demonstration of how a smoke detector works, and then review the school's fire drill procedures and determine the best escape routes from the classroom. They take home a second worksheet to plan home escape routes with their families.

After students have completed the worksheets at home, they discuss their findings in class. They then complete a worksheet on identifying fire hazards and escape routes.

Integration

Science.

Teacher Materials and Preparation

HAVE:

- ✓ Smoke detector.
- ✓ Dead battery for smoke detector (optional).
- ✓ Fresh battery for smoke detector.
- ✓ Candle and matches.

COPY:

- ✓ **Check Your Home** worksheet, one for each student.
- ✓ **Family Fire Escape Plan** worksheet, one for each student.
- ✓ **Fire Safety** letter, one for each student.
- ✓ **Fire Prevention Consultant** worksheet, one for each student.

PREPARE:

- ✓ A map of the floor plan of your school. Copy the plan for each student. See **School Fire Escape Plan *Example*.**

REVIEW:

- ✓ **Fire Prevention Consultant *Key*.**

Procedure

■ Tell students that it's very important for them to know what to do in case of a fire. Add that they also need to know how to prevent fires from starting. Tell them that today they're going to study some specific things they can do to prevent fires.

Distribute the **Check Your Home** worksheet. Tell students they'll be taking this worksheet home to complete with their families. Point out the lines at the bottom of the worksheet. Tell students there are lines for them and one of their family members to sign to indicate they've done the assignment together.

Discuss each item with students, drawing on their existing fire safety knowledge. Point out that the first six items deal with heat sources that could cause fires.

Emphasize that even if a match feels cool, it's a good idea to dip it in water to be sure that there is no heat left in it before tossing it in the garbage. Point out that electrical cords with frayed edges can give off sparks that can ignite a nearby drape, rug or piece of furniture.

Remind students that open flames such as candles should not be used close to any flammable item such as cloth or paper. Explain that the word *flammable* means *something that will burn*. Other flammable items include clothing, rugs, grease and chemicals.

Tell students young children should not get close to a candle flame. Remind them not to light a candle and leave the room unless someone else is keeping an eye on the candle.

Point out that a screen over a fireplace prevents sparks from the fire from leaving the fireplace and starting a fire on a nearby floor. Note that appliances like irons and ovens should not be left on unless someone is in the house.

■ Review the function of a smoke detector (to alert people to smoke or unusual heat in the house). Explain that for adequate protection, every home should have at least one smoke detector on each floor, including the basement. Ask students if they know what kind of sounds a smoke detector makes when the battery is running low (a chirping sound).

Demonstrate how to test a smoke detector to see if the battery is working. If possible, use a dead battery first so the smoke detector will not work. Take the battery out, and replace it with a fresh one. Test the smoke detector again.

Now demonstrate how to test to see if the smoke detector is able to detect smoke. Light a candle, and let it burn for several seconds. Then hold it under the smoke detector. Blow the candle out, waving the smoke under the detector, which should go off.

Tell students that it's not enough just to have a smoke detector in the home. Every month or two, someone should check each smoke detector to make sure it is operating correctly.

■ Review your school's fire drill procedures. Does the drill include shutting doors and windows? Explain that keeping doors and windows shut can help prevent a fire from spreading.

■ Distribute the School Fire Escape Plans that you prepared. Divide the class into small groups. Tell groups to identify at least two exit routes from your classroom. Explain that the second route provides a back-up if the first route is blocked. Tell students the plan should include an outside meeting place.

Exits may be from doors or windows. If students have classes in other rooms of the school, have them show two fire exit routes from each of these rooms also.

When groups have completed their work, have students share their exit routes. Draw the routes on the board. Discuss the pros and cons of the suggested routes. Decide with the class which two routes would be the best ways to escape quickly and safely. Walk students through these two exit routes.

■ Ask students if they have ever had a family fire drill. Let one or two students describe their experiences with family fire drills.

Explain to students that every family needs to have a fire exit plan, to know how to get out of their home safely in case of fire. Remind them that a fire exit plan should have at least two escape routes from every room of the home.

Tell students that every family should also have a fire drill every few months. Explain that in this fire drill, the family can practice getting out of the home.

The family should also practice meeting in a special spot away from the home. Ask students why they need a special spot for everyone in the family to meet after they escape (to know that everyone is safe and that no one is left in the building).

Distribute the **Family Fire Escape Plan** worksheet and the **Fire Safety** letter. Ask students to take this worksheet home to complete with their families along with the **Check Your Home** worksheet.

■ When students return the completed worksheets, ask them to report their findings to the class. After their reports, encourage students to take the checklist back home and do whatever they can to make their homes safe from fire.

■ Distribute the **Fire Prevention Consultant** worksheet. Tell students to find the fire hazards in the picture at the top of the page, then to draw two fire escape routes on the floor plan at the bottom of the page.

Evaluation

Assess students' ability to identify fire hazards and create fire escape routes on the **Fire Prevention Consultant** worksheet.

Home/Family Involvement

Students take the **Fire Safety** letter home with the **Check Your Home** and **Family Fire Escape Plan** worksheets.

BEST COPY AVAILABLE

Name ____

Check Your Home

	Yes	No
1. Matches are stored out of children's reach.	☐	☐
2. Before we throw a match away, we always wet the top or make sure it's cold.	☐	☐
3. There are no electrical cords with frayed edges.	☐	☐
4. If we burn candles, we keep them away from flammable items.	☐	☐
5. If we have a fireplace, there is a screen on it.	☐	☐
6. We don't leave ovens and irons on when we leave the house.	☐	☐
7. Flammable things (newspapers, paints, rags and gasoline) are stored in the garage.	☐	☐
8. We have a smoke detector on every floor of our home.	☐	☐
9. We tested our smoke detectors today, and they all work.	☐	☐
10. We have a fire exit plan for our family.	☐	☐

11. Our family has a fire drill ____ times a year. Our last fire drill was ______________________________.
(date)

Things We Need to Do to Make Our Home Safer from Fire Hazards:

____

____

____

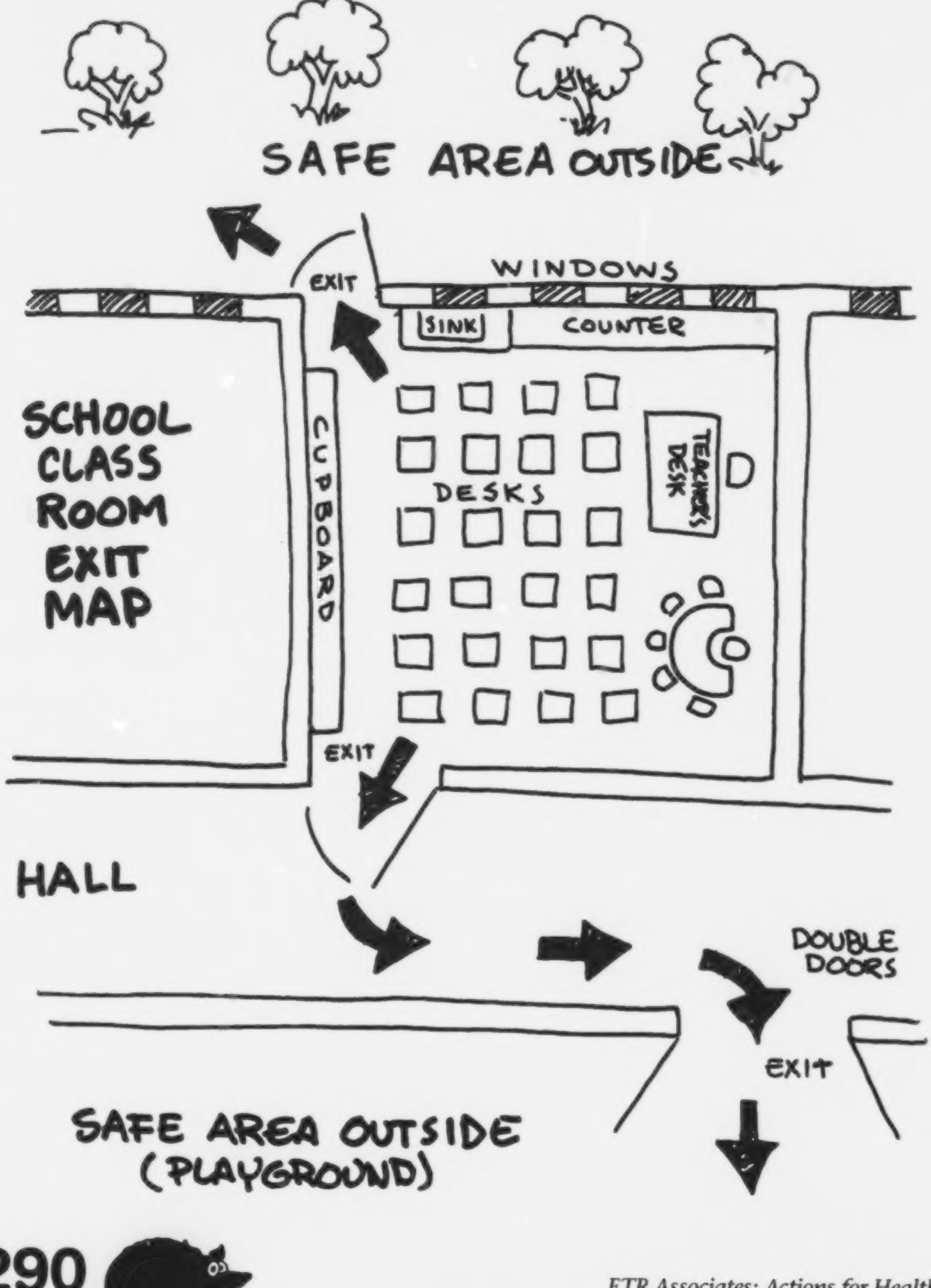
______________________ (date) ______________________ (date)

Student (date) Family member (date)

TEACHER

School Fire Escape Plan

Example


SAFE AREA OUTSIDE
EXIT
WINDOWS
SINK
COUNTER
SCHOOL CLASS ROOM EXIT MAP
CUPBOARD
DESKS
TEACHER'S DESK
EXIT
HALL
DOUBLE DOORS
EXIT
SAFE AREA OUTSIDE (PLAYGROUND)

Name ______________________________

Family Fire Escape Plan

Directions: Draw a floor plan of your home and label each room. Mark all doors, windows and stairs. If you have more than one floor in your home, make a different floor plan for each floor. Use a new sheet of paper for each plan.

Draw arrows from each room to show two exit routes out of the house. Always pick the shortest routes. Pick a spot away from the house where the family can meet. Mark it on this plan.

______________________ ______________________

Student (date) Family Member (date)

LETTER

Fire Safety

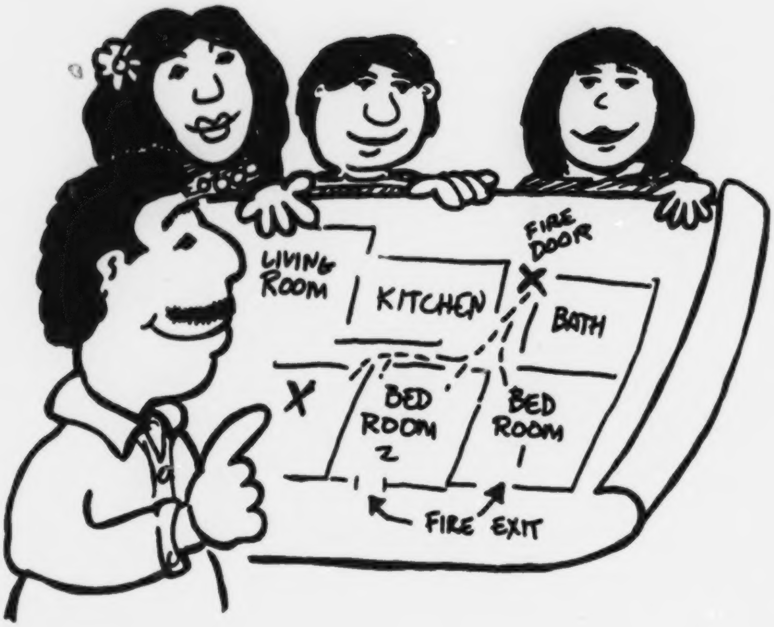
Dear Family:

Our class has been studying how to prevent fire injuries. Today your child is bringing home two worksheets to complete with your help—**Check Your Home** and **Family Fire Escape Route.** Please help your child complete these worksheets and return them to class.

Fire takes the lives of about five thousand people a year in the United States—4,100 of them in home fires. Most of these victims are under age thirteen. The two worksheets contain important information about fire safety for the home.

If you have any questions, please feel free to call.

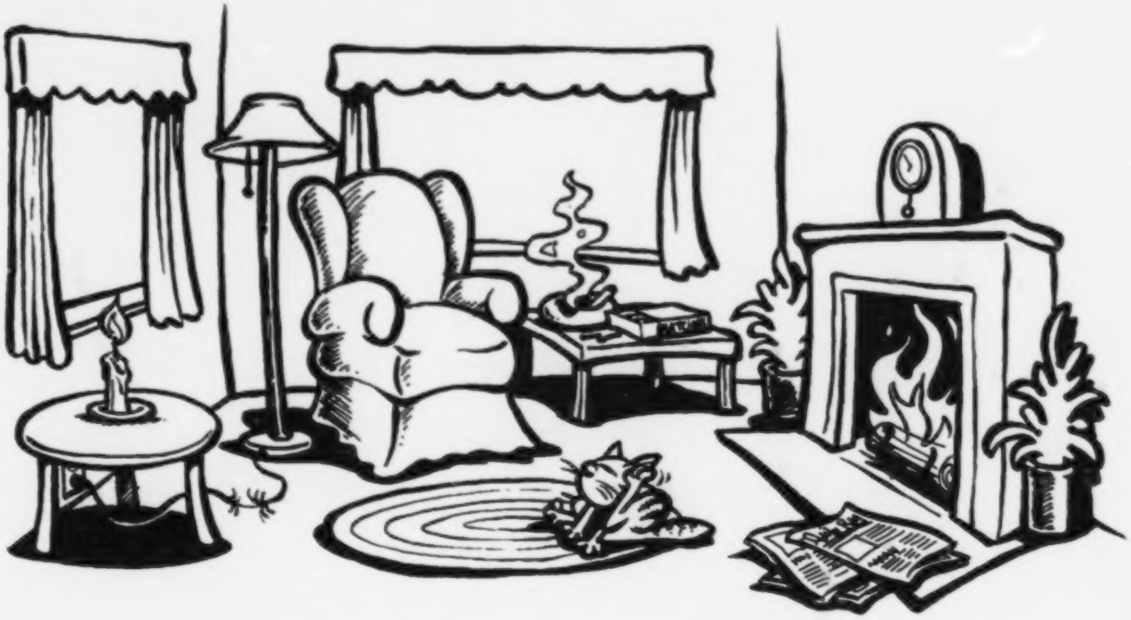
Sincerely,

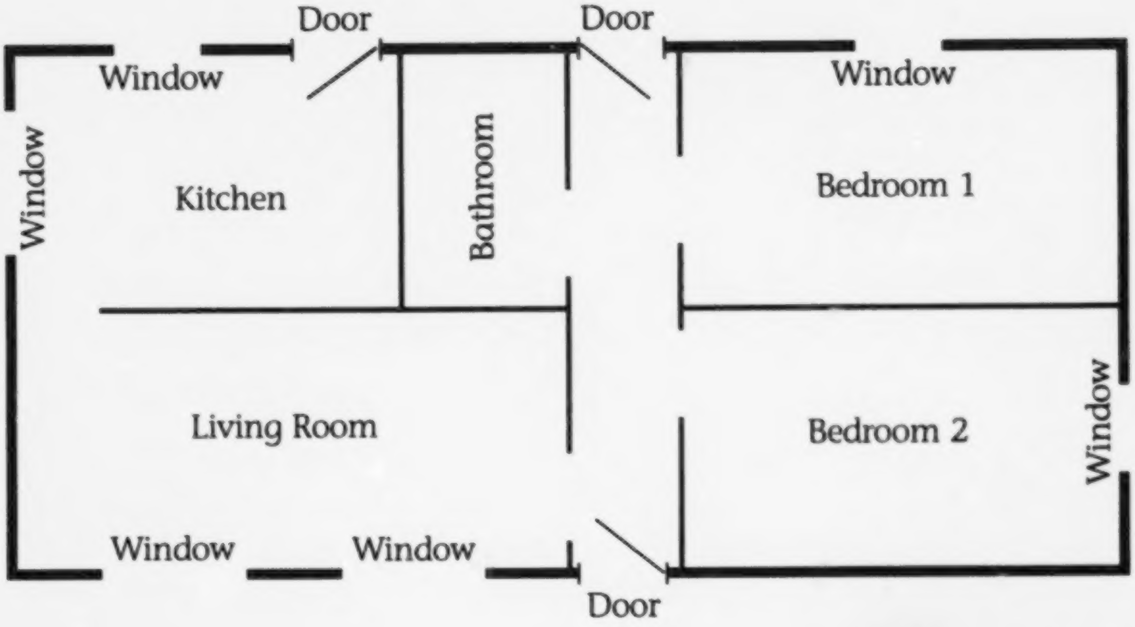


Name ____

Fire Prevention Consultant

Directions: Circle the fire hazards in the top picture. Then draw two escape routes from each room on the floor plan.



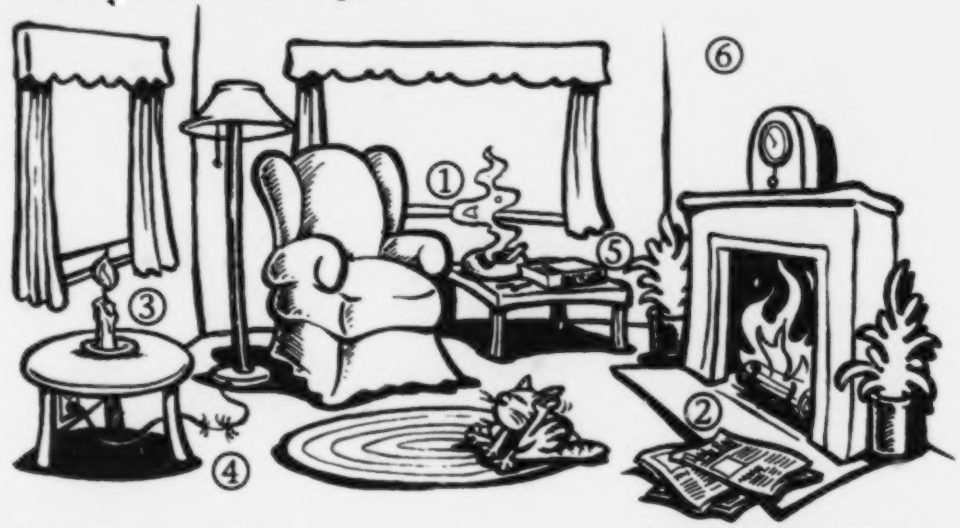

Door
Door
Window
Window
Window
Kitchen
Bathroom
Bedroom 1
Living Room
Bedroom 2
Window
Window
Window
Door

Name ______________________________

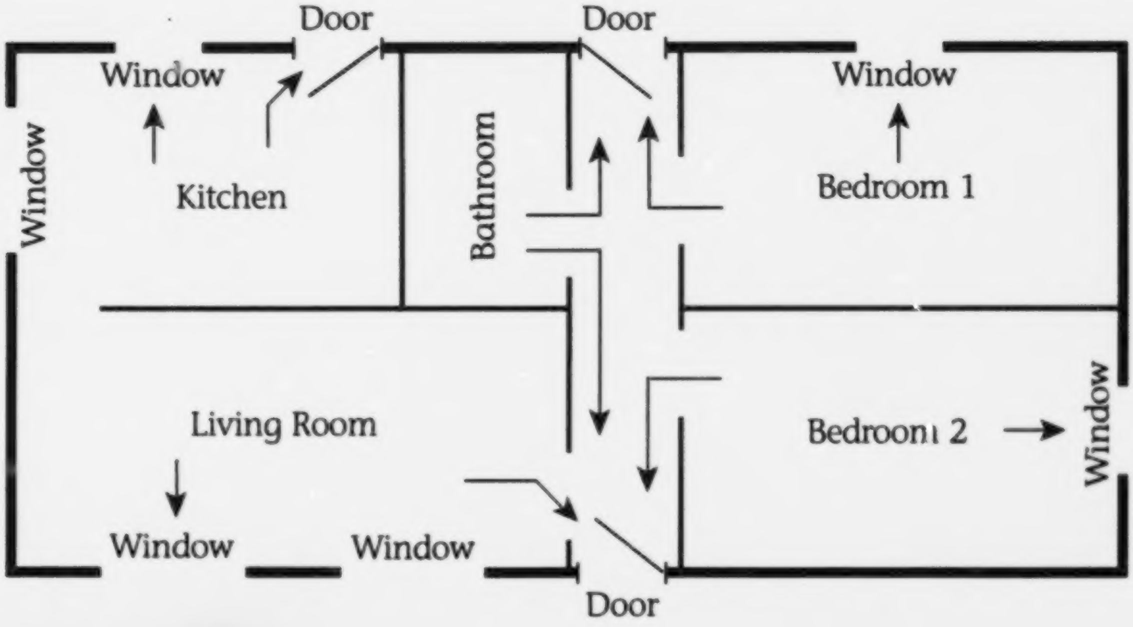
Fire Prevention Consultant

Key

Directions: Circle the fire hazards in the top picture. Then draw two escape routes from each room on the floor plan.



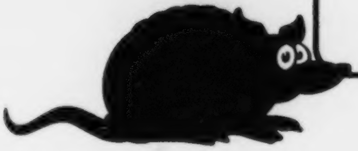
1. lit cigarette in ashtray
2. newspapers stacked by fireplace
3. candle burning on table near curtains
4. frayed electrical wire
5. matches on table
6. no smoke detector



Door
Door
Window
Window
Window
Kitchen
Bathroom
Bedroom 1
Living Room
Bedroom 2
Window
Window
Window
Door

LESSON

26



In Case of Fire

Objective

Students will be able to explain how to escape from a burning building.

Time

One class period.

Overview

This lesson continues the discussion of fire safety. Students learn the steps to take if they discover a fire. They then observe and participate in a roleplay demonstrating the decisions necessary to escape from a fire. On a worksheet, they summarize what they have learned.

Integration

Drama, language arts.

Teacher Materials and Preparation

HAVE:
- ✓ Masking tape.
- ✓ Writing paper, one piece for each student.
- ✓ Two towels or large pieces of cloth (such as robes or coats) for roleplay.

COPY:
- ✓ **Burning Building** worksheet, one for each student.

MAKE:
- ✓ Transparency or poster of **In Case of Fire.**
- ✓ Transparency or poster of **Escape from Fire—Decision Tree.**

PREPARE:
- ✓ Create a simulated bedroom in your class. Clear an area of approximately 8 feet by 8 feet and place masking tape on the floor to mark the walls. Place two or three chairs together to make a bed. Use a chair along the wall to serve as a door. Identify a window also.

REVIEW:
- ✓ **Burning Building** ***Example.***

Procedure

■ Tell students that today they will be learning more about how to get away from fire. Write the word ESCAPE on the board. Tell students that in a fire, this is their most important job—to escape!

Show students the top half of the **In Case of Fire** transparency or poster. (Keep the bottom half covered.) Tell students these are the four steps to take if you discover a fire in your home. Explain that the steps are not necessarily written in the correct order.

Distribute writing paper. Have students write the four steps from the transparency in the order they think the steps should be done. When students have had a few minutes to complete the exercise, ask for volunteers to share the sequences they created.

Show students the bottom half of the transparency or poster. Tell students this is the safest order for taking the steps. Emphasize that they should *never* stay in a burning building to call the fire department.

■ Tell students that they're going to have a chance to learn what to do if they smell smoke or hear the smoke detector go off in their home or building. Point out the area in which you've set up the simulated bedroom.

Show students the transparency or poster of **Escape from Fire—Decision Tree**. Point out the first step—*Stay low.* Tell students that if they hear a smoke detector go off or smell smoke, they should immediately drop low to the floor. If they are in bed, they should roll out of bed and crawl low on the floor.

Select a volunteer to lie on the bed in the simulated bedroom. Make a sound like a smoke detector, and have the volunteer roll out of bed and lie on the floor. Ask students why they need to stay low. Ask students what happens to the smoke from a candle or a cigarette (it rises).

Explain that the same thing happens with smoke from a fire. The smoke rises toward the ceiling. Tell students that the smoke from a fire is filled with poisons that can choke you. So it's important to stay low, under the smoke. The good air in the room will be close to the floor.

Tell students they should also take shallow breaths rather than deep breaths. Have all students (including the volunteer) first take a deep breath. Then have them take short breaths for about twenty seconds. Ask them to compare the difference in how deep and short breaths feel.

■ Select a new volunteer and position him or her close to the bed. Point out the next step on the decision tree—*Crawl to the door and feel it.* Have the new volunteer crawl to the door, staying low.

Ask students why they should feel the door before they open it. (If it's hot, the fire may be very close.) Tell the volunteer to feel the door with the back of his or her hand. Ask students why it's better to use the back of the hand than the palm. (If the door is hot, you might burn your palm. Then it would hurt to crawl.)

Have the volunteer feel the door with the back of her or his hand. Point out the next step on the decision tree—*If the door is cool, open it a crack.*

Tell students the door is cool, so the next step is to open the door. But experts say even if the door is cool, you should only open it a crack. Why do you think they advise this? (Even if the door is cool, there might be smoke and fire on the other side of the door. If you open the door wide, the smoke and fire could come racing into the room.) Have the volunteer pretend to open the door a crack.

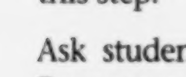
Tell students to imagine there is no smoke or fire outside the door. What should the volunteer do now? (Get out of the house as quickly as possible, using the door that is closest.) Ask if the student should be quiet while getting out of the home (no).

Explain that the volunteer could be alerting other family members while getting out of the house. Tell them they can yell, pound on walls or floors to alert other family members to the fire.

Have the volunteer roleplay opening the door and getting out of the house while alerting other family members. Point out this step on the decision tree—*If there is no smoke or fire in the hall, get out of the home.* Add "Alert other family members as you go" to the decision tree under this step.

Ask students how they might feel if they were in this situation. Responses may include scared, panicky, etc. Point out that if they are in a fire, they must do their best to remain calm.

Discuss with students what happens when people panic. Help them generalize that when we panic, we may not think our best. Add that



in an emergency such as fire, getting out safely depends on thinking your best.

■ Select a new volunteer for the next segment of the roleplay. Place this volunteer on the floor close to the bed. Have him or her crawl to the door and touch it with the back of the hand.

Ask students what they should do if they touch the door and it feels hot. What if smoke is seeping in under the door? Should they open the door? (No.) Why not? (The fire could be close if smoke is coming in under the door.)

Tell students that the first thing the volunteer must do is stop the smoke. Ask students for suggestions. (Place something like a robe, a blanket, pillows or anything that will block the smoke at the bottom of the door.)

Explain that if water or some other liquid is available, the liquid could be poured on the cloth that is being used to block the smoke. Ask students what things in a bedroom could be used (water from a fish tank; a glass of soda; water from a vase of flowers; snow from the window ledge).

Have the volunteer act out this step, using the props you've provided. Point out the steps the decision tree—*If the door is hot or smoke is seeping in, do not open the door* and *Stuff a blanket or robe in the crack under the door to keep smoke out.*

■ Choose another volunteer for the next segment of the roleplay. Ask this volunteer to start near the door. Explain that the fire is close and that he or she can't escape through the door. Ask where the volunteer should go (to the window).

Remind students that it's still important to stay low, because the smoke has poisons that you do not want to breathe. Add that even if you don't see smoke in a fire, poisons are produced by the fire and you are safer staying close to the floor.

Ask students how the volunteer could find her or his way to the window if the room is smoky or dark (crawl along the wall). Have the volunteer crawl to the window, staying low and using the wall as a guide. Point out this step on the decision tree.

■ Select another volunteer. Point out the next steps on the decision tree—*Open the window* and *Escape through the window if you're on the first floor.* Have the volunteer act this step out.

Point out the alternative step—*If you're on a higher floor, wave something out of the window. Shout for help. Watch for the fire department.* Ask students to suggest some things they could wave out the window (sheet, blanket, towel, robe, small rug, curtain).

Ask students what to do if the window is stuck (break it). How? (Use a chair, a dresser drawer, a ball or bat.)

Ask students how they would protect themselves from getting cut if they had to break a window. Suggest that you could turn your head when you do it or throw a curtain or sheet over your body before you do it. Have volunteer act out breaking the window.

Remind students that in the first part of the roleplay, when the door was cool, they were supposed to alert other family members to the problem. Tell them that if they are forced to escape through the window, they can still try to alert family members while working on escaping themselves.

Ask students what they should do once they've escaped from a burning building. Remind them that they should go to the chosen meeting place, so others will know they're safe. Emphasize that they should never go back into a burning building.

■ Divide the class into pairs. Distribute the **Burning Building** worksheet. Tell students to work with their partners to explain each of the steps. When students have completed the worksheet, lead a class discussion of their responses. Remind students that they should never go back into a burning building.

Evaluation

Assess students' responses on the **Burning Building** worksheet for their ability to explain how to escape from a fire.

Home/Family Involvement

Suggest that students learn how to open their bedroom windows. Tell them to ask their families to teach them how to open screens or storm windows. Have students report back when they've learned how to open the windows.

Follow-Up/Extension

Visit the local fire department or invite the fire department to send a fire fighter to speak to your students about what to do in case of fire.

Divide students into teams and have them participate in a Stay Low relay race to practice keeping themselves low as they crawl.

TEACHER

In Case of Fire

Call the emergency number—911—or the operator or the fire department.

Tell everyone in the home that there's a fire.

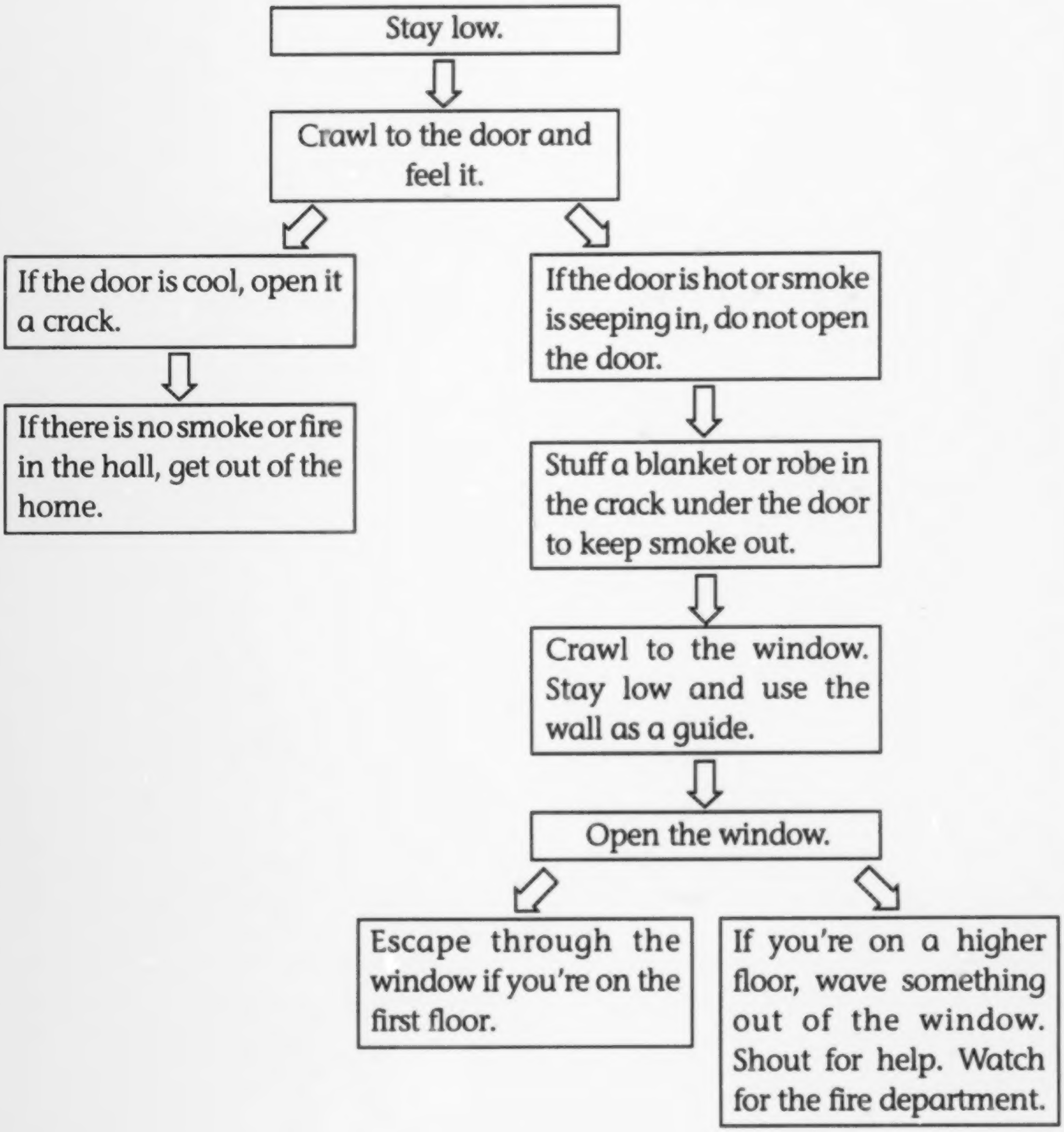
Tell an adult that there's a fire.

Get out of the home.

1. Tell an adult that there's a fire.
2. Tell everyone in the home that there's a fire.
3. Get out of the home.
4. Call the emergency number—911—or the operator or the fire department from a neighbor's house.

TEACHER

Escape from Fire—Decision Tree



Stay low.

Crawl to the door and feel it.

If the door is cool, open it a crack.

If there is no smoke or fire in the hall, get out of the home.

If the door is hot or smoke is seeping in, do not open the door.

Stuff a blanket or robe in the crack under the door to keep smoke out.

Crawl to the window. Stay low and use the wall as a guide.

Open the window.

Escape through the window if you're on the first floor.

If you're on a higher floor, wave something out of the window. Shout for help. Watch for the fire department.

Name ____

Burning Building

Directions: Explain why you should take each of these steps.

What You Should Do:	Why You Should Do It:
Stay calm.	
Stay low.	
Feel the door with the back of your hand.	
Do not open the door if it is hot.	
Take shallow breaths rather than deep breaths.	
Stuff a blanket or cloth in the crack at the bottom of the door.	
Yell and pound on walls.	
Wave something out the window and yell.	
Break the window.	
Meet at a safe meeting place.	

TEACHER

Burning Building

Example

Directions: Explain why you should take each of these steps.

What You Should Do:	Why You Should Do It:
Stay calm.	*You can make better decisions.*
Stay low.	*To stay under the smoke.*
Feel the door with the back of your hand.	*To see if it's hot.*
Do not open the door if it is hot.	*The fire may be close by.*
Take shallow breaths rather than deep breaths.	*So you don't breathe in the smoke.*
Stuff a blanket or cloth in the crack at the bottom of the door.	*To block the smoke.*
Yell and pound on walls.	*To alert other people to the fire.*
Wave something out the window and yell.	*So people will see you if you can't get out by yourself.*
Break the window.	*So you can get out.*
Meet at a safe meeting place.	*So others will know you're safe.*

UNIT VI

Health and Social Responsibility

RECYCLE
CANS

LESSON

27 Air, Water and Land Pollution

Objective

Students will be able to identify some effects of air, water and land pollution.

Time

Two class periods.

Overview

Unit VI: Health and Social Responsibility introduces students to environmental and consumer health issues. The unit begins with a lesson on pollution. Students learn about and discuss three main types of pollution—water, air and land. They observe a demonstration of the effects of water pollution on plants and perform an experiment that highlights one of the effects of air pollution. They brainstorm ways to reduce land pollution. They then make illustrated booklets to show some of the things they have learned.

Integration

Art, science.

Teacher Materials and Preparation

HAVE:

- ✓ Bottle of lemon juice.
- ✓ Container of salt.
- ✓ One tablespoon-size measuring spoon for each small group.
- ✓ A glass bowl for each small group.
- ✓ Two pennies for each small group.
- ✓ Art supplies (crayons or markers) for students.
- ✓ Paper, one 8-1/2" x 11" piece for each student. (Can be plain white paper or light-colored construction paper.)

COPY:

- ✓ **How Dirty Is Air Pollution?** worksheet, one for each student.

PREPARE:

- ✓ Materials for the **Celery Stalk Experiment**. See **Celery Stalk Experiment *Directions*.**

REVIEW

- ✓ **Effects of Air Pollution *Teacher Background Information*.**
- ✓ **How Dirty Is Air Pollution? *Example*.**

Procedure

■ Ask students what the word *environment* means. Responses may include:

- the world around us
- air, water, land and all living things
- everything on planet Earth

Ask students if they have heard or read any news reports about the environment. Discuss what they've heard or read.

Ask students if they're concerned about the environment. Why or why not? Do they think it's important to learn more about the environment?

Ask if any students have done something to help make the environment better. What? Ask students if they'd like to learn about more things they and their families can do to protect the environment. Help students understand that if we do not care for the environment now, when they are adults the environment may be even worse than it is today. Tell students there are three main types of pollution: water pollution, air pollution and land pollution.

■ Tell students that most of the Earth is covered by water. Ask them why it is important to have clean, fresh water (no person, animal or plant can live without water).

Explain that people are polluting lakes, rivers and oceans in many ways. Sometimes people dump garbage into the water. Some factories pour chemicals and other poisons into lakes and rivers.

Ask students what might happen in polluted waters. Responses may include:

- Fish, animals and plants in the water can get sick and die.
- When people eat fish caught in polluted waters, the pollution can make people sick, too.
- If people drink the water or swim in it, they can get sick.

Add that sometimes gasoline and other harmful chemicals are dumped onto the soil and seep through it. Then they get mixed with some of the water that fills up lakes and rivers. These chemicals can pollute our drinking water, too.

Tell students you're going to conduct an experiment to show how polluted water affects plants. Show students the **Celery Stalk Experiment.** Ask students what they think will happen. Allow time later in the lesson for students to observe the experiment.

Ask students what this experiment has to do with water pollution. Help students understand that plants need water. If the only water available is polluted water, they will absorb it. But when plants absorb polluted water, they become polluted. Add that if our food supply becomes polluted, we can have trouble getting healthy food for our bodies.

■ Begin a discussion of air pollution. Ask students what the year was 150 years ago. Explain that until about 150 years ago, there was hardly any air pollution in the United States. The skies were blue and clear. The only sources of air pollution were volcanoes or large forest fires. People made very little pollution.

Add that about 150 years ago, people started building factories. And then about fifty years later (100 years ago), the car was invented. Tell students that factories and cars are the major sources of air pollution in our world.

Ask students if they know any of the ways that air pollution affects our bodies. Explain that it can irritate the eyes, nose and throat. It can also cause problems for the lungs and make it hard for people to breathe. Ask students what body system the nose, throat and lungs belong to (respiratory system).

Tell students that air pollution can also damage the body's blood cells and nervous system. It is also harmful to trees and other plants.

Tell students they're going to do an experiment to see how dirty air pollution is. Divide students into small groups. Distribute the **How Dirty Is Air Pollution?** worksheet and the supplies for the experiment. Give each group two pennies, a small glass bowl, and a cloth rag or paper towel.

Tell students to read the instructions for the experiment. Explain the procedures for completing the experiment. Have groups cover one penny with salt and add the lemon juice. Then time the experiment for five minutes.

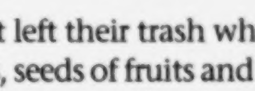
Point out that besides creating bad air for us to breathe, air pollution causes three other problems that we know of—the greenhouse effect, holes in the ozone layer and acid rain. See **Effects of Air Pollution** ***Teacher Background Information*** for some simple facts to use in this discussion.

After five minutes, have students finish the experiment. Tell them to complete the two unfinished sentences on the worksheet. Discuss the results of the experiment. See **How Dirty Is Air Pollution?** ***Example.***

■ Remind students of the third type of pollution—land pollution. Ask students for an example of land pollution that they probably see every day (litter). Tell students that there has always been trash on earth.

Explain that millions of years ago, animals just left their trash where it dropped. But their trash included shells of nuts, seeds of fruits and their own waste. All of these things slowly decayed and were absorbed back into the earth.

Add that many people in earlier times just threw their garbage out of their houses. What problems could that create? (Garbage attracts rodents and bugs, may bring germs and can spread diseases.)



Tell students that another way people learned to deal with trash was to burn it. Point out that long ago, people didn't have as much trash as we have now. Ask students what might happen if we started burning all our trash (could make air pollution worse).

Tell students that now most of our trash is buried in landfills. People who live in cities put their garbage in a garbage can. Garbage collectors pick it up in big trucks. The trucks take the garbage to landfills—big holes—and dump it. Then a tractor covers the garbage with dirt.

Explain that people have so much garbage that we're running out of space to bury garbage. Our landfills are filling up.

Ask students to brainstorm some ways to reduce land pollution. Responses may include:

- Throw trash in trash cans.
- Recycle cans, bottles and newspapers.
- Reuse paper and plastic bags.

Explain to students that they will be learning more about what some people are doing about air, water and land pollution in other lessons. Tell students they will also learn some things they can do to start solving the problem.

■ Distribute paper and art supplies. Tell students to fold the paper in quarters to make a booklet. Tell them to title the booklet *The Little Book of Pollution* and to write the title and their names on the front. Tell students to write about or draw an example of water, air and land pollution on each of the next three pages.

Evaluation

Evaluate students' work on *The Little Book of Pollution* for their ability to identify some effects of pollution.

Follow-Up/Extension

Have interested students do more research on the topics of acid rain, the greenhouse effect and the ozone layer.

TEACHER

Effects of Air Pollution

Teacher Background Information

The Greenhouse Effect (Global Warming)

A greenhouse is a building made of glass. As the sun shines through the glass, it warms the greenhouse. The roof and walls of the greenhouse prevent the heat from getting out.

The Earth is surrounded by a layer of invisible gases. These gases work like the glass in a greenhouse. As the sun shines, this layer of gases prevents the heat from escaping and keeps the heat close to the Earth.

This layer of gases is important because it keeps the Earth the right temperature for people to live. The problem is that factories, cars and power plants are making new kinds of gases. These gases are trapping more and more of the sun's heat.

If too much heat is trapped, the Earth will get hotter. Even if the earth gets hotter by just a couple of degrees, it will change the weather all over. It might even make it too hot to grow food in the places that now grow most of our food.

The Hole in the Ozone

In the sky is a protective layer of gas called ozone. Ozone helps us stay healthy. The ozone layer blocks out rays from the sun that could be harmful to our skin. The ozone layer also lets in the good rays from the sun.

The ozone layer is being damaged by gases called CFCs (chlorofluorocarbons). The CFCs float up to the ozone layer and start destroying the ozone layer a little bit at a time. Scientists are very concerned about the ozone layer and are studying ways to keep from destroying it any further.

Acid Rain

Power plants burn coal to make electricity. Cars, trucks and airplanes burn gasoline. When coal and gasoline are burned, they give off invisible gases.

When these gases get into clouds, they mix with the water vapor in the clouds and make it acidic, like vinegar or lemon juice. When the clouds drop rain or snow on the earth, the rain or snow has acid in it.

Acid rain is harmful to plants. It pollutes rivers and lakes. It's also harmful to all the animals that live in these rivers and lakes.

Acid rain pollutes water that people and animals need to drink. Acid rain is so powerful, it even eats away the bricks and stones on buildings.

TEACHER

Celery Stalk Experiment

Directions

Materials Needed

✓ 2 clear glass measuring cups or jars (at least 2-cup capacity)
✓ 2 stalks of celery
✓ green, red and blue food coloring

Preparation

Fill each measuring cup or jar with about one and one half cups of water. Put green food coloring in one cup. Mix green, red and blue food coloring to make a dark color in the other cup.

Procedure

Show students the two containers of water. Tell students that the green water represents clear, fresh, healthy water. Place a stalk of celery in this cup. Tell students that the dark water represents polluted water. Place a stalk of celery in this cup.

Leave the celery in the cups while you continue the class discussion. You may want to keep the experiment in the classroom for a few days to observe the changes.

Name ______________________________

How Dirty Is Air Pollution?

Directions: Place one tablespoon of salt in the glass bowl. Place one of the pennies on the salt. Cover the penny with another tablespoon of salt. Pour two or three tablespoons of lemon juice on top of the salt. Let the penny sit for five minutes.

When the five minutes are up, remove the penny from the bowl. Wipe it clean with the rag.

Hold the two pennies next to each other. Compare them. What do you notice?

____

____

____

Think About This

Both pennies were bright and shiny when they were made. But air pollution makes the copper in pennies tarnish very fast. If air pollution affects pennies like this, how do you suppose it affects human beings?

____

____

____

____

IN GOD WE TRUST
1982
LIBERTY

TEACHER

How Dirty Is Air Pollution?

Example

Directions: Place one tablespoon of salt in the glass bowl. Place one of the pennies on the salt. Cover the penny with another tablespoon of salt. Pour two or three tablespoons of lemon juice on top of the salt. Let the penny sit for five minutes.

When the five minutes are up, remove the penny from the bowl. Wipe it clean with the rag.

Hold the two pennies next to each other. Compare them. What do you notice?

The penny that was in the salt and lemon juice is much cleaner.

Think About This

Both pennies were bright and shiny when they were made. But air pollution makes the copper in pennies tarnish very fast. If air pollution affects pennies like this, how do you suppose it affects human beings?

Makes skin dirty. Makes lungs dirty when we breathe dirty air.

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LESSON

28

Who's Taking Care of the Earth?

Objective

Students will be able to explain how various groups contribute to environmental protection.

Time

Two class periods.

Overview

In this lesson students look at and discuss a poster that shows how various groups share responsibility for protecting the environment. Students then work in small groups to research how these different people care for the Earth. They present their findings to the class.

Integration

Art, language arts, science, social studies.

Teacher Materials and Preparation

HAVE:

✓ **Working Together to Care for the Earth**, an *Actions for Health* poster. (See example on teacher page.)

COPY:

✓ Federal Government ***Environmental Responsibility Fact Sheet***, for one-fifth of the class.
✓ Local Government and Health Departments ***Environmental Responsibility Fact Sheet***, for one-fifth of the class.
✓ Scientists ***Environmental Responsibility Fact Sheet*** for one-fifth of the class.
✓ Businesses ***Environmental Responsibility Fact Sheet***, for one-fifth of the class.
✓ Citizens ***Environmental Responsibility Fact Sheet***, for one-fifth of the class.

Procedure

■ Remind students of the discussion of pollution in Lesson 28. Ask students who they think is responsible for solving the pollution problem. Tell students that everyone on earth has a responsibility to take care of our planet, but different groups have different responsibilities.

Show students the **Working Together to Care for the Earth** poster. Tell them the picture represents some of the groups who have a responsibility to care for the planet. Identify each group—the government (federal and local, including health departments), scientists, businesses and citizens.

- Divide the class into five groups. Give each group copies of a different **Environmental Responsibility Fact Sheet.** (Federal Government, Local Government and Health Departments, Scientists, Businesses, Citizens.)

Tell students to work with their groups to learn more about each of the groups that have responsibility for the environment. Tell class groups to prepare reports for the class on the environmental responsibilities of their sectors. Encourage students to be creative in preparing posters, roleplays, news shows or other special aspects of their class presentations.

Note: Groups work best when each group member has a responsibility. Be sure groups clearly identify the responsibility of each member.

- When groups have prepared their presentations, have them present their reports to the class. After each presentation, discuss the environmental responsibilities of the sector presented.

When the presentations are finished, point out how the responsibilities of the various groups interrelated. Emphasize that all citizens of the earth must work together to help care for the environment.

Evaluation

Assess students' work on the environmental responsibility presentations for their ability to explain how different groups work to protect the environment.

Follow-Up/Extension

Bring in articles regarding environmental issues in your community to discuss with students.

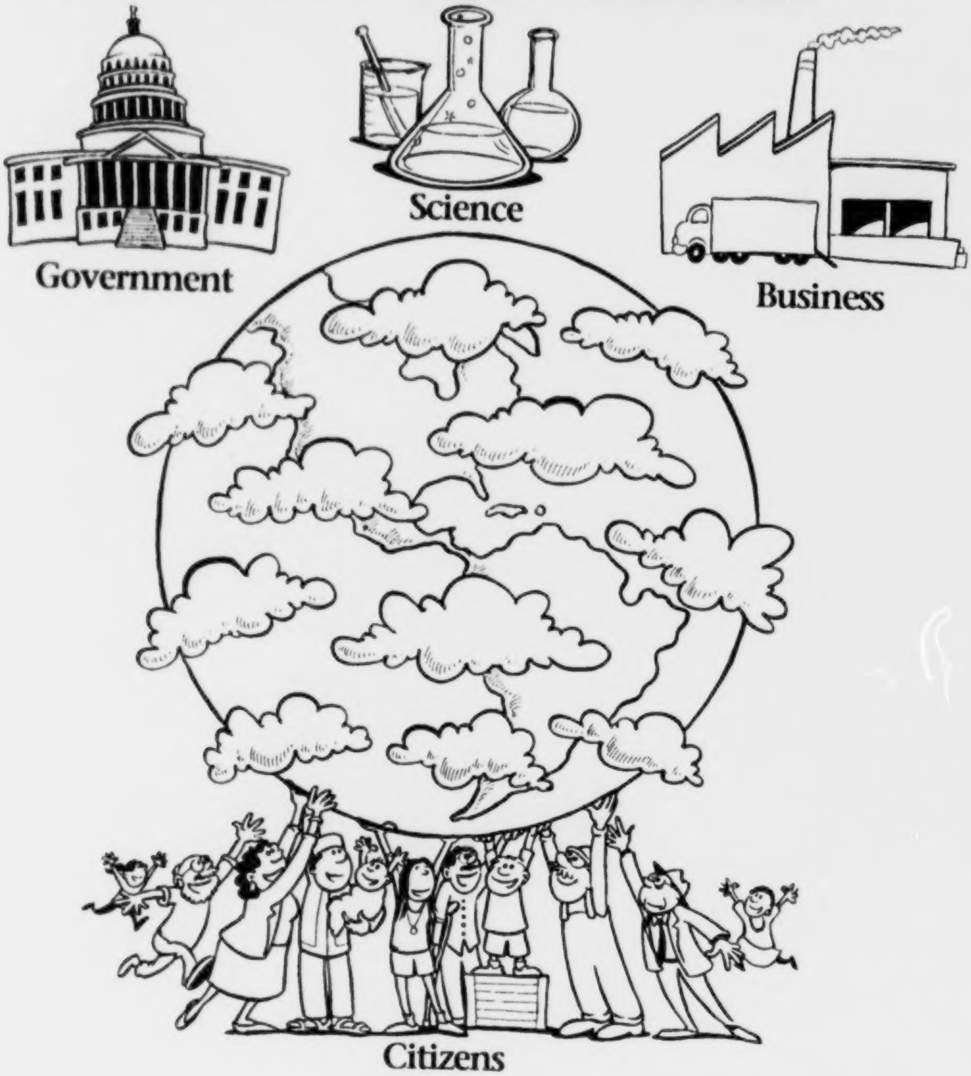
Invite a local community health worker to discuss how they monitor air and/or water pollution. Have him or her describe the different jobs that people within the health department do to carry out this function of protecting the environment.

TEACHER

Working Together to Care for the Earth

An Actions for Health *Poster*

Working Together to Care for the Earth


Government
Science
Business
Citizens

TEACHER

Federal Government

Environmental Responsibility Fact Sheet

The federal government makes laws to protect the environment. The government also makes sure these laws are obeyed. Sometimes these laws are called acts. The federal government has passed two clean air acts and a clean water act.

The first clean air act was passed in 1963. It set safe levels for some of the dangerous things that pollute the air. The second clean air act was passed in 1974. It told some people and businesses to reduce the amount of air pollution they made. Car makers had to make cars that put less pollution into the air.

In 1977, a clean water act was passed. This act required people to clean up polluted lakes and rivers.

The federal government also works with other countries to clean up the environment. Many countries have agreed to get rid of some of the chemicals that cause the worst pollution.

Local Government and Health Departments

Environmental Responsibility Fact Sheet

Local governments can pass laws to clean up the environment. Cars make a lot of air pollution. Some cities have added more public transportation, such as buses and subways. Many cities also try to make it easy for people to ride together to work or to carpool.

Cities have passed other laws to clean up the air. They have made laws to reduce the smoke from factories, house chimneys and burning trash.

Health departments often check the water and air to see if it is safe. They tell people when the air is bad and people should stay indoors. They also tell people when water is not safe for swimming or fishing.

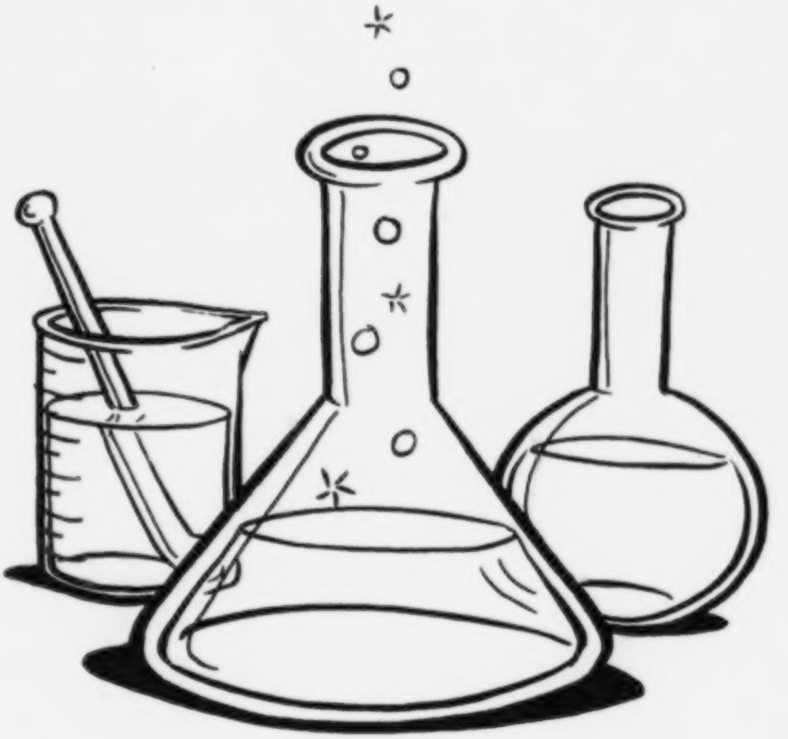
TEACHER

Scientists

Environmental Responsibility Fact Sheet

Scientists work to find new ways to reduce or get rid of pollution. They have made new engines for cars and new kinds of gasoline to help reduce pollution from cars. They have also found ways to keep pollution out of the air. The things that pollute the air can be stopped from going out factory chimneys.

Scientists are working to make more things like soap and plastic bags that will dissolve without hurting the Earth. They are finding better ways to get rid of garbage. Scientists also help the federal government decide what laws to make to reduce pollution.



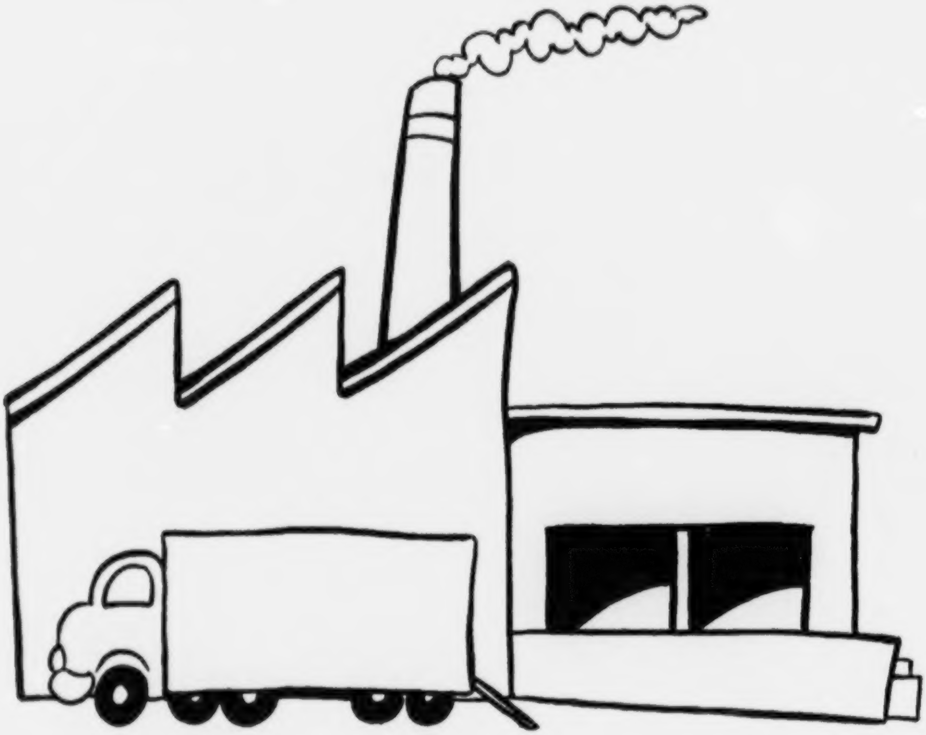
TEACHER

Businesses

Environmental Responsibility Fact Sheet

Business owners must follow the laws federal and local governments make to reduce pollution. Car makers have made new cars that cause less pollution. Some companies have stopped using dangerous products. Some companies have made new things that are better for the environment for people to buy.

Factories can buy special machines to keep pollution from their factories out of the air. Most factories make less pollution than they used to. But every year, more new factories are built. So every year, there is more pollution. Business owners need to keep working with others to reduce pollution.



TEACHER

Citizens

Environmental Responsibility Fact Sheet

Citizens are the people who live in a place. We are all citizens of the Earth. We can all do things to help take care of the environment.

Three important things we can do are to reduce, reuse and recycle. We can reduce the amount of garbage we make. We can write on both sides of a piece of paper or use something twice. We can reuse things like broken toys by fixing them.

We can also recycle many things, such as cans, bottles and newspapers. When we recycle things, factories can use them to make new things.

LESSON

29

Keeping the Environment Clean

Objective

Students will be able to identify ways to improve the environment.

Time

One class period.

Overview

This lesson provides a review of what students have learned about taking care of the environment. Students play a question game to review facts. They write down ways they can personally contribute to a healthy environment. They then discuss how positive peer pressure can motivate people to care for the environment.

Integration

Math, science, social studies.

Teacher Materials and Preparation

HAVE:
✓ Writing paper, one piece for each student.

REVIEW:
✓ **Environmental I.Q. *Key*.**

Procedure

- Remind students that they have discussed all the people who must work together to help make the environment cleaner and safer. Tell them that today they are going to play a game to review some of the important facts they've learned about the environment.

  Divide the class into teams to play What's Your Environmental I.Q.? Ask teams the questions on the **Environmental I.Q. *Key*.** Depending on how much time you have, see which team is the first to earn five points, or ask all the questions on the sheet.

  After completing each set of questions, stop the game and ask the class to draw some conclusions about each area of concern. When you've completed the game, point out to students that part of growing up is learning to take care of the environment.

- Distribute writing paper. Ask students to think of two or three things they personally can do to help the environment. Tell them to write the three things down to add to their health folders. Ask students to share their ideas with a neighbor.

■ Remind students that earlier in the year, the class talked about peer pressure. Ask what peer pressure is (the physical power or mental influence that friends your own age have over you to persuade you to behave in a certain way).

Ask students to imagine that their friends were doing things that were bad for the environment. How could they use peer pressure in a positive way to get their friends to start taking care of the environment? Responses may include:

- Encourage friends to recycle aluminum by taking your own aluminum cans to a recycling center where you get paid money.
- If your friends like animals, tell them about the sad things that happen to animals when people litter on beaches.

Have students explore ways to persuade friends, parents and other family members to do things that care for the environment.

Evaluation

Assess students' responses on the three things they could do to help take care of the environment for their understanding of ways to improve the environment.

Follow-Up/Extension

Use some of the facts in the **Environmental I.Q.** game to have students calculate problems such as:

- the number of batteries used, on average, by each American in a year
- the number of bottles and jars each American throws away in a year
- how many gallons of water would be used if every American took a bath on the same day

(The 1990 census indicated the population of the United States to be about 250 million people.)

Suggested Resources

50 Simple Things Kids Can Do to Save the Earth. The Earthworks Group. Berkeley, CA: The Earthworks Press. This valuable resource provides background information as well as practical suggestions for improving the environment.

P-3 Magazine. P.O. Box 52, Montgomery, VT 05470. This age-appropriate magazine offers articles on caring for the Earth.

TEACHER

Environmental I.Q.

Key

Directions: Ask students the following questions. On multiple choice questions, give them the possible answers. Correct answers are indicated in dark, italic type.

Recycling

1. True or false: You can recycle glass bottles.
   true

2. How many bottles and jars do Americans throw away each year?
   a. 8 billion
   b. 18 billion
   c. 28 billion

3. Recycling glass can save energy. The energy saved by recycling one glass bottle will light a 100-watt light bulb for:
   a. 1 hour
   b. 4 hours
   c. 10 hours

4. What metal are most soft drink cans made of?
   aluminum

5. How many times can one aluminum can be recycled?
   a. never
   b. once or twice
   c. again and again

6. How many aluminum soda cans do Americans use each year?
   a. 80 billion
   b. 200 billion
   c. 500 billion

7. Recycling aluminum saves energy. By recycling one aluminum can, you can save enough energy to run your television for:
   a. 1 hour
   b. 3 hours
   c. 5 hours

8. True or false: You can recycle aluminum foil, pie plates and frozen food trays, as well as aluminum cans.
   true

9. Some cereals, crackers and cookies come in boxes made of recycled cardboard. You can tell recycled paper by the color of the inside of the box. What color is it?
   gray

Environmental I.Q. Key (continued)

10. True or false: You can help cut down on garbage by drawing on both sides of a piece of paper.
    true

11. Americans are used to using things once and throwing them away, which is not good for the environment. For example, how many paper clips do you think Americans use every day?
    a. 3 million
    b. 15 million
    c. 35 million

12. One way to help the environment is to reuse things we already have. Which of these products are reusable?
    a. aluminum foil
    b. plastic bags
    c. paper bags
    d. all of these

13. How long will a Styrofoam cup buried in the ground last?
    a. 1 year
    b. 5 years
    c. forever

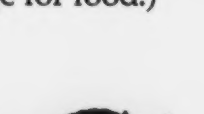
Water Conservation

14. People must have clean fresh water to live, so we need to learn how not to waste water. You can waste a lot of water by letting the faucet run while brushing your teeth. How much water do you think you waste?
    a. 3 gallons
    b. 4 gallons
    c. 5 gallons

15. True or false: Plastic bags are not harmful to sea creatures.
    false (Fish and ocean animals can mistake plastic bags and garbage for food.)

16. True or false: If you find bottles or cans on the beach, you should take them with you to recycle.
    true

17. Which uses more water, a shower or a bath?
    It depends. (A full-tub bath uses about 36 gallons of water. A five-minute shower uses 20 to 40 gallons. A low-flow shower head, designed to conserve water, will reduce the amount of water used to about 15 gallons for five minutes.)



Environmental I.Q. Key (continued)

18. True or false: Most of the water in the world is undrinkable.
    true (Two-thirds of the world is covered by oceans filled with salty, undrinkable water. There's also a lot of water in the polar ice caps that we cannot drink.)

19. True or false: Helium balloons that fly away may end up in the ocean and kill ocean animals.
    true (Animals like turtles and whales have been known to eat the balloons. The balloons get stuck in the animals' stomachs and kill them.)

20. Which of these statements is true about the plastic six-pack rings from soda cans?
    - a. They can get caught around the necks or beaks of birds and drown, strangle or starve them.
    - b. They can get caught on the necks of seals. As the seal gets bigger, the ring chokes it to death.
    - ***c. Both statements are true.***

21. What should you do with six-pack rings to make them safer for the environment?
    Snip each circle with scissors.

Keeping the Earth Green

22. True or false: Trees help keep the air clean.
    true (They absorb carbon dioxide—a gas that people and animals give off when we breathe. Carbon dioxide is also a gas that cars and factories put into the air.)

23. What are paper bags made of?
    - ***a. trees***
    - b. oil
    - c. cotton

Environmental I.Q. Key (continued)

Spending Energy

24. Regular batteries contain a dangerous metal called mercury. When you throw batteries away, some of that metal can leak into the ground. How many batteries do Americans buy each year?
    - a. 2 million
    - b. 200 million
    - ***c. 2 billion***

25. True or false: You can buy batteries that can be recharged when they run out of power.
    true

26. A solar calculator does not need batteries. Where does it get its power?
    from the sun

27. Which of the following actions will help save energy?
    - a. Turn off lights when you aren't in a room.
    - b. Dust light bulbs.
    - c. Don't use lights during the daytime if it's sunny out.
    - ***d. All of these.***

28. Which causes more pollution—fireplaces, cars or steamships?
    cars

29. How many cars are there in America?
    - a. 100 million
    - ***b. 140 million***
    - c. 200 million

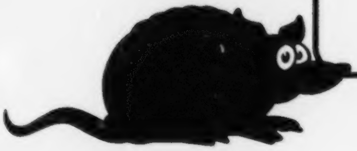
30. As the millions of cars in America drive around, they produce exhaust. True or false: Exhaust is horrible for the environment because it contains invisible gases that add to the greenhouse effect, acid rain and smog.
    true

31. Name a method of transportation that is better for the environment than driving.
    walking, bicycling, skating, skateboarding or any other means that doesn't use gasoline

32. True or false: Every time you open your refrigerator, warm air rushes in. That means your refrigerator must use up more energy to cool itself down again.
    true

LESSON

30 Being a Smart Consumer



Objective

Students will be able to evaluate advertisements for health care products.

Time

One class period.

Overview

This lesson focuses on consumer issues, in particular evaluating health care products. Students discuss the definition of *consumer* and brainstorm things they buy or use to help them stay healthy. They then consider the best sources for information on these products and look critically at advertising and the techniques used to sell health products.

Integration

Social studies.

Teacher Materials and Preparation

HAVE:

✓ Video recorder and monitor (optional) *or* magazines with advertisements for health care products.

COPY:

✓ **Judging Health Products** worksheet, one for each student.

PREPARE:

✓ Videotape several television commercials for health care products that students might use, such as toothpaste, shampoo, toothbrush, suntan lotion, gym shoes, aspirin, cough medicine, soap, vitamins. *Or* look through magazines to find advertisements for these products to show students. Try to choose commercials or advertisements that depict ethnic and cultural diversity.

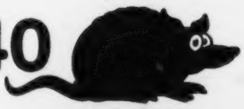
REVIEW:

✓ Advertising techniques, from Lesson 17.

Procedure

■ Ask students to define the term *consumer.* If necessary, have students look up the definition. Help students generalize that a consumer is someone who buys something or uses something.

Discuss with students the areas in which they are consumers. Point out that they buy and use food, clothes, videos, music, toys, bicycles, etc.



Tell students they are also consumers when it comes to their health. Ask students to brainstorm some things they buy or use to keep their bodies healthy. Write their responses on the board.

If students have difficulty thinking of things, give them clues from the *Actions for Health* lessons. Categories include:

- things that help them stay physically fit
- things that give them nutrients
- things that help them keep their bodies clean
- things that help keep their bodies safe from injury
- things that help cure illnesses or prevent illnesses

Discuss one of the items on the students' list, such as toothpaste. Ask students why we use toothpaste (to clean teeth; to help prevent cavities). Ask students if they would want to use the best toothpaste—the toothpaste that keeps teeth the cleanest and healthiest. Note that the best toothpaste isn't necessarily the most expensive or most popular one.

Ask students who could help them choose the best toothpaste (adult family members, dentist). Ask who could help them decide which cough medicine to buy (doctor).

Tell students that as they get older, they will be responsible for buying more and more health products. Explain that in order to be sure they get the best products for their health, they may need to ask a reliable source of information for help.

Ask students what other health professionals, besides doctors and dentists, could give them advice about health products (pharmacist, nurse, dietitian, health teacher). Add that for some products, our families can help us decide.

■ Tell students that advertising is not a reliable source of information about products. Ask students what the purpose of an ad is (to sell a product).

Explain that when we're deciding what product to buy, we can listen to ads on television or radio or read them in magazines and newspapers. But we need to remember that ads aren't reliable sources of information. They may not tell us the whole picture. So we always need to get more information from a reliable source.

Review the advertising techniques studied in Lesson 17—celebrity endorsement, free prizes or contests, promises to make you happier and the "everyone is doing it" technique. Show students the health product advertisements you prepared. Ask students if they can identify any of the techniques used in these ads.

■ Distribute the **Judging Health Products** worksheet. Review the questions on the worksheet with students. Go back through the ads you prepared and ask students to critique each ad.

Tell them to use the questions on the worksheet to critique the ads. After discussing each advertisement, ask students what else they'd want to know before purchasing the product. Who could they ask for more information?

Evaluation

Show students an additional health product advertisement. Tell them to use the **Judging Health Products** worksheet to evaluate the advertisement. Assess students' responses for their ability to evaluate advertisements.

Follow-Up/Extension

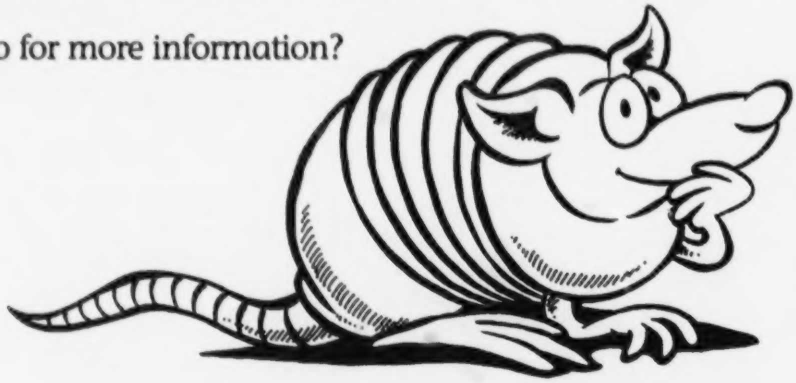
Have students watch and review television commercials at home. Ask them to create their own lists of the "Ten Best Health Product Commercials" and the "Ten Worst Health Product Commercials." Tell students to use the criteria on the **Judging Health Products** worksheet to make these ratings.

Name ______________________________

Judging Health Products

Directions: Use the following questions to rate some advertisements for health products.

1. Do I really need the product to stay healthy?
2. Is the product safe?
3. Is this the most healthful product I could use?
4. Does the ad use a celebrity endorsement? Is a famous person or cartoon character endorsing the product? Is that why I want it?
5. Do I want the product because there's a prize if I buy it?
6. Does the advertisement say that people will like me better or that I will be happier if I use the product?
7. Do I want the product because the ad says that everyone is using it?
8. Do I want the product because the advertisement is funny?
9. Do the people who recommend the product care about my health, or are they trying to make money?
10. What other information do I want to know before I buy this product?
11. Who could I talk to for more information?



SPECIAL EVENT

SPECIAL EVENT

What We're Doing for Planet Earth

This year's special event can be developed around the lessons in **Unit VI: Health and Social Responsibility**. The event has several project components. You may select one or more to implement in your classroom. Projects may take from two to six weeks, depending on the level of involvement.

This event provides a wonderful opportunity to increase students' community awareness and to encourage community involvement with your classroom. As one component, the whole class can work together on a recycling or conservation project of students' choosing. Students can also complete individual projects, which they work on independently.

Community Involvement

You may choose to begin this event with a field trip that takes students to visit some local project or group that provides environmental services. Suggestions include:

SPECIAL EVENT

- ✓ a recycling center
- ✓ a water treatment plant
- ✓ a soil or water conservation project

Many local governments have a department of environmental health. You may want to contact local agencies to find someone who can speak to the class on local environmental issues.

Explain that your class is interested in developing a class project to improve the local environment, and ask for suggestions. One beach community in California encouraged students to make posters promoting water conservation. Students' designs were used to remind tourists to conserve water.

Use the field trip or class speaker to spark students' ideas about their class or individual projects.

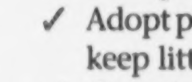
Class Project

The class project should be a project the class agrees on. Ask students for ideas about ways they can help care for the environment. Use the information received during the field trip or from local agencies to help students generate ideas.

Write the ideas students like on the board. Tell students they can choose one of these projects to work on as a class. When the project is completed, the class can prepare a presentation or display to inform the school, their families and the community about their project.

Possible projects include:

- ✓ Adopt part of the school playground or a section of a nearby park and keep litter-free.
- ✓ Organize a schoolwide aluminum can collection to encourage all students to recycle. The money earned can be used to buy something for the school.



- ✓ Recycle plastic. Find a local recycling center for plastic, and collect and sort plastic containers for recycling.
- ✓ Recycle newspapers.
- ✓ Recycle glass containers.
- ✓ Plant a tree in the schoolyard or in a local park.
- ✓ Collect and repair broken toys so they can be reused. Donate the repaired toys to a local charity.
- ✓ Collect paper clips, tacks, rubber bands and small pencils used in the classroom. Set up a place to sort them and a center where students can get to them and reuse them.
- ✓ Participate in a community clean-up.
- ✓ Collect old batteries and find a place in your community to safely dispose of them.

After generating ideas, use the decision-making process to help students select a project. Help them explore the pros and cons of each idea. Once the project has been selected, have students work in small groups to plan the details.

Individual Projects

Talk with students about projects they could take on individually or with one or two classmates. See the **Ways to Help the Environment** teacher page for suggestions to spark students' ideas. Encourage students who have other ideas for projects to use their own ideas.

Pulling It All Together

When students have completed the class project and their individual or small group projects, have them develop presentations on the completed projects. Use these presentations to plan a schoolwide and communitywide event with the theme "What We're Doing for Planet Earth."

SPECIAL EVENT

Encourage students to be creative in developing their presentations. They may want to make posters, charts or pictures or create roleplays or songs that celebrate their efforts to help care for the environment. Allow students time to practice and coordinate their efforts for the class presentation.

Invite families, community members and the school to attend the class presentation of "What We're Doing for Planet Earth." You may want to send invitations for the event. See the **What We're Doing for Planet Earth Celebration Invitation** sample. Be sure to invite the school principal. Ask him or her to speak to the class and guests and to congratulate the students on their work.

TEACHER

Ways to Help the Environment

Snip six-pack rings.

Bring lunch in a lunch box—not a paper bag. If you bring a paper bag, reuse it several times.

Take a short shower instead of a bath.

Wear your backpack to the store when shopping. When you buy something, don't take a bag. Just get your receipt and put your purchase into your backpack.

Pick up trash you see in the street.

Turn off lights when you leave a room.

Turn off the television or radio when you're not listening.

Ride your bike or walk instead of getting your parents to drive you.

Fix broken toys if you can, rather than buying new ones.

Put litter in a garbage can.

Sponsor an animal from the zoo or aquarium.

Ask if your family can use cloth napkins (which can be washed and reused) rather than paper napkins.

Let spiders live. If you find one in your house, gently pick it up and put it outside. Spiders do an important job by eating other bugs that are destructive.

Plant flowers to attract butterflies.

Buy juice in large containers rather than juice packs.

Close the blinds, shades or drapes on hot days to keep your house cool.

Don't stand in front of the refrigerator with the door open while deciding what to eat.

Use a litterbag in your car rather than throwing litter out the window.

SAMPLE

What We're Doing for Planet Earth Celebration Invitation

Date: ______________________

Dear Family:

Your child's class invites you to see what we're doing for planet Earth at a celebration on

____.

(date and time)

This event will recognize and reward children's efforts to care for the environment. Children have worked very hard on a class project to improve the environment. Many children have also worked on individual or small group projects.

The celebration will include student presentations about their environmental projects. We hope that every child will be able to have a family member or friend at the celebration. Please return the slip that indicates whether you can attend.

We also want to express our appreciation for your cooperation in helping children complete their projects. The children look forward to sharing their achievements with you.

Sincerely,

____

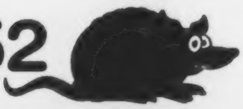
- -

Child's name

_____ I (we) plan to attend the celebration. Number of people _____

_____ No one from our family will be able to attend. Please invite one of my child's friends to attend.

Signed ______________________



In Grade Four of *Actions for Health,* students practice communication, negotiation and refusal skills. In 30 diverse lessons, students learn how these assertiveness skills help them to make healthy choices throughout their lives! Topics include personal health and nutrition, resisting substance use, dealing with family life and conflict, preventing fire injuries, and health and social responsibility.

Actions for Health is the elementary component of the *Contemporary Health Series,* a comprehensive health education curriculum for grades K–12 from ETR Associates.

Actions for Health helps you:

- address the complete scope of recommended health education content
- teach and reinforce early prevention skills
- integrate lessons into all areas of the elementary curriculum
- build home, school and community partnerships
- make health education interesting, personal and fun for teachers and students alike!

> ***"I like the way family has been incorporated into the program."***
>
> — Valerie Ford, Freedom Elementary School
> Freedom, New Hampshire

ETR Associates
Santa Cruz, Califonia

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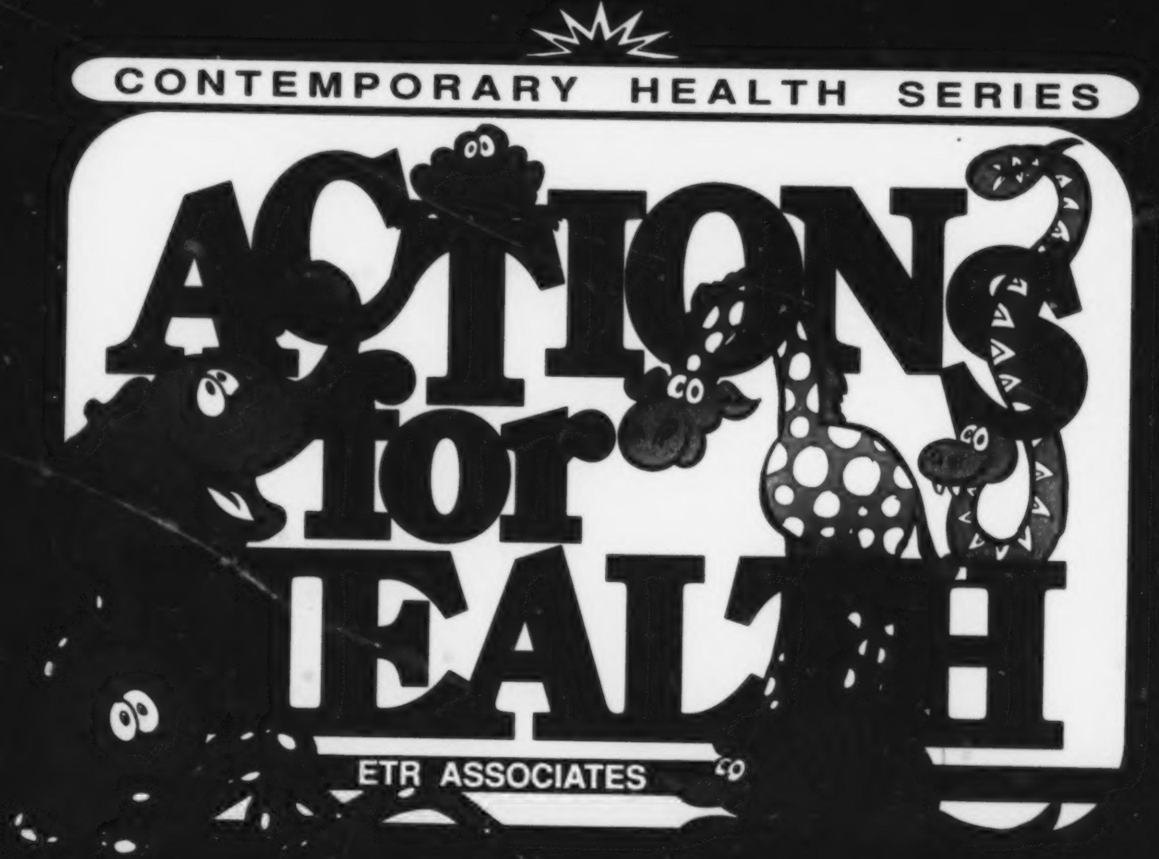
CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH



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SAMPLE

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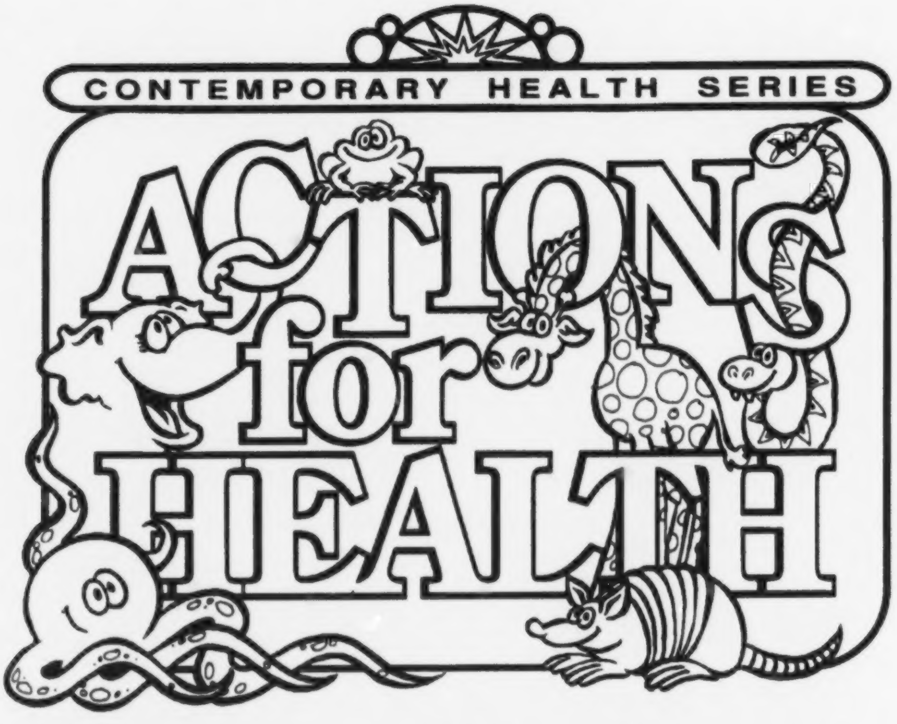

CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

Student Workbook

ETR ASSOCIATES
Santa Cruz, California
1994

To the Teacher

Introduction

Actions for Health is a comprehensive health curriculum for students in grades kindergarten through six. Designed with the elementary educator's special needs in mind, this effective and easy-to-use curriculum addresses the scope of recommended health education content.

The curriculum is designed to make learning about health interesting, personal and fun. Activities challenge students to acquire and use knowledge, encourage the development of personal integrity and build important personal and social skills.

Elementary teachers need resources that affirm the learning partnership between student and teacher. This curriculum both promotes that partnership and helps empower children to make choices that contribute to their health and self-esteem.

About the Workbook

This workbook has been designed for students participating in Level 4 of the *Actions for Health* curriculum. The workbook includes all student pages from the curriculum, except the worksheets that are to go home with family letters. These letters and worksheets can be found in the *Involving Families* booklet. Teacher Background Information and other materials for the teacher's use are not provided in the workbook.

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Permission is hereby granted to reproduce the materials in this book for use in one classroom.

Additional copies of this workbook are available for purchase. Bulk discounts are available for classroom sets.

For more information about other titles available in the series, please contact our Sales Department, ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call toll-free 1-800-321-4407.

ISBN 1-56071-110-8

Title No. H044

Printed in the United States of America

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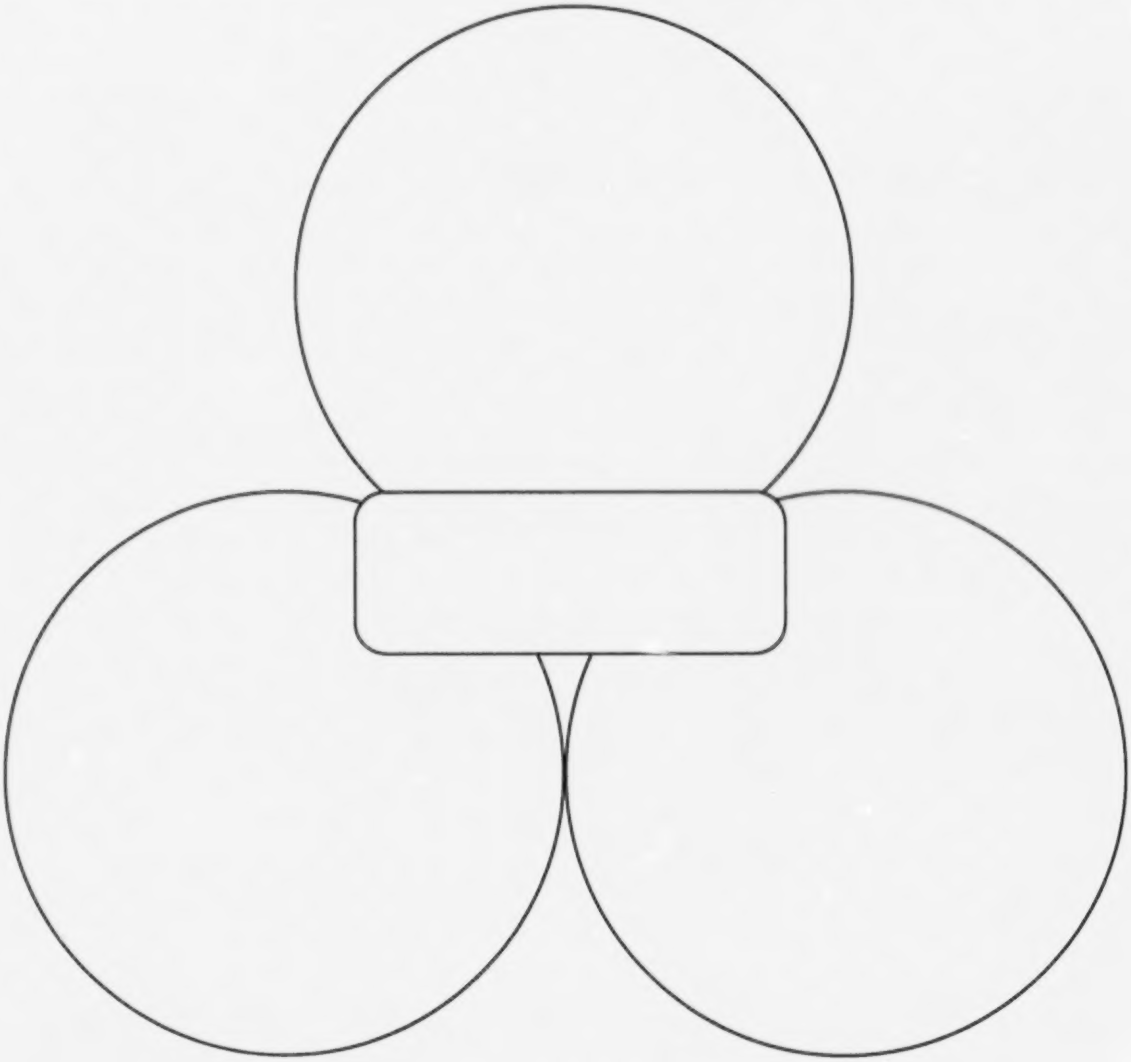
Name ______________________________

Circles of Health

Directions: Label each circle as your teacher tells you to. Print your name in the box where the three circles meet. Then draw a symbol in each circle to represent each area of health.



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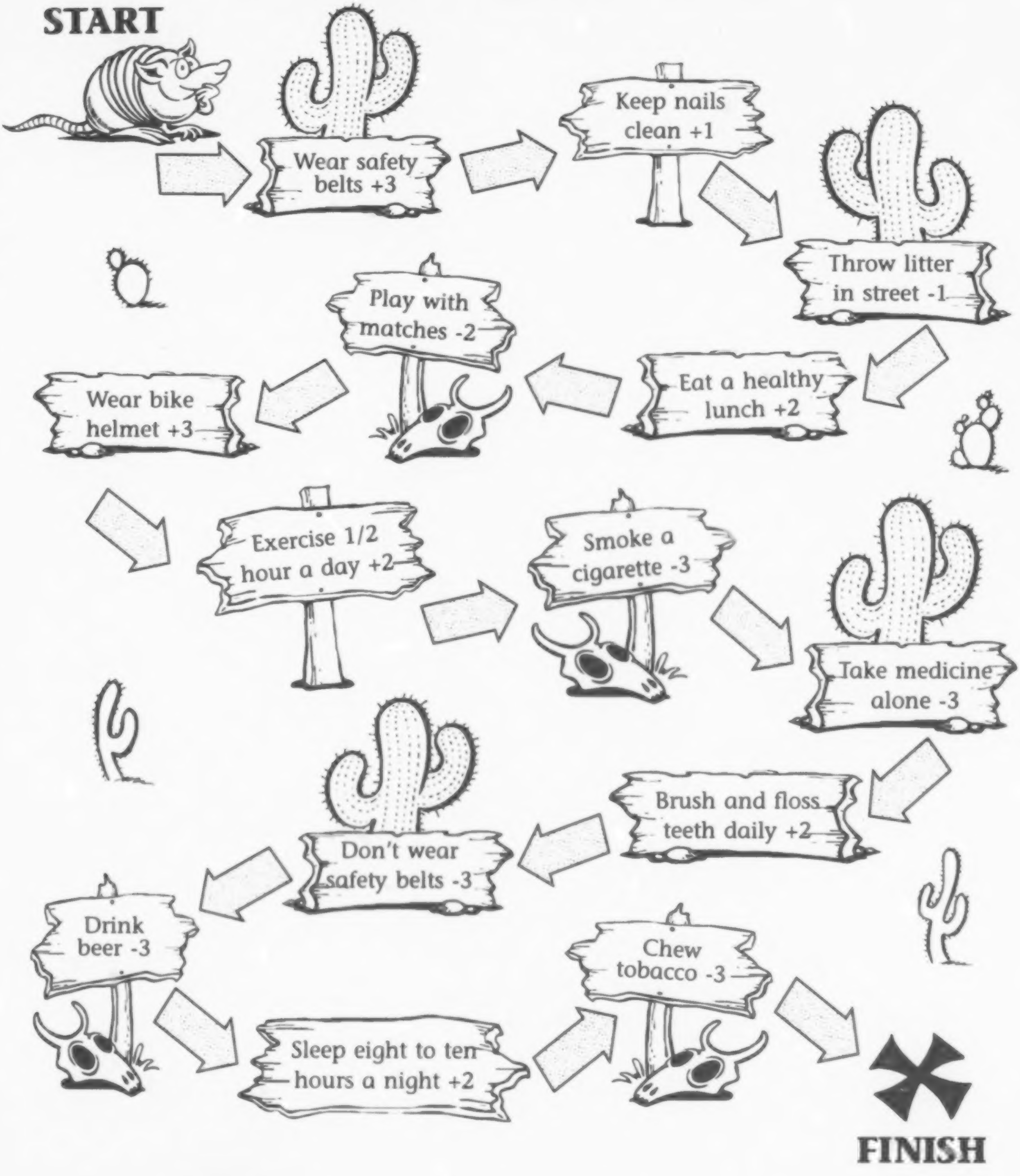
Name ____

Health Choices Path


START
Wear safety belts +3
Keep nails clean +1
Throw litter in street -1
Eat a healthy lunch +2
Play with matches -2
Wear bike helmet +3
Exercise 1/2 hour a day +2
Smoke a cigarette -3
Take medicine alone -3
Brush and floss teeth daily +2
Don't wear safety belts -3
Drink beer -3
Sleep eight to ten hours a night +2
Chew tobacco -3
FINISH

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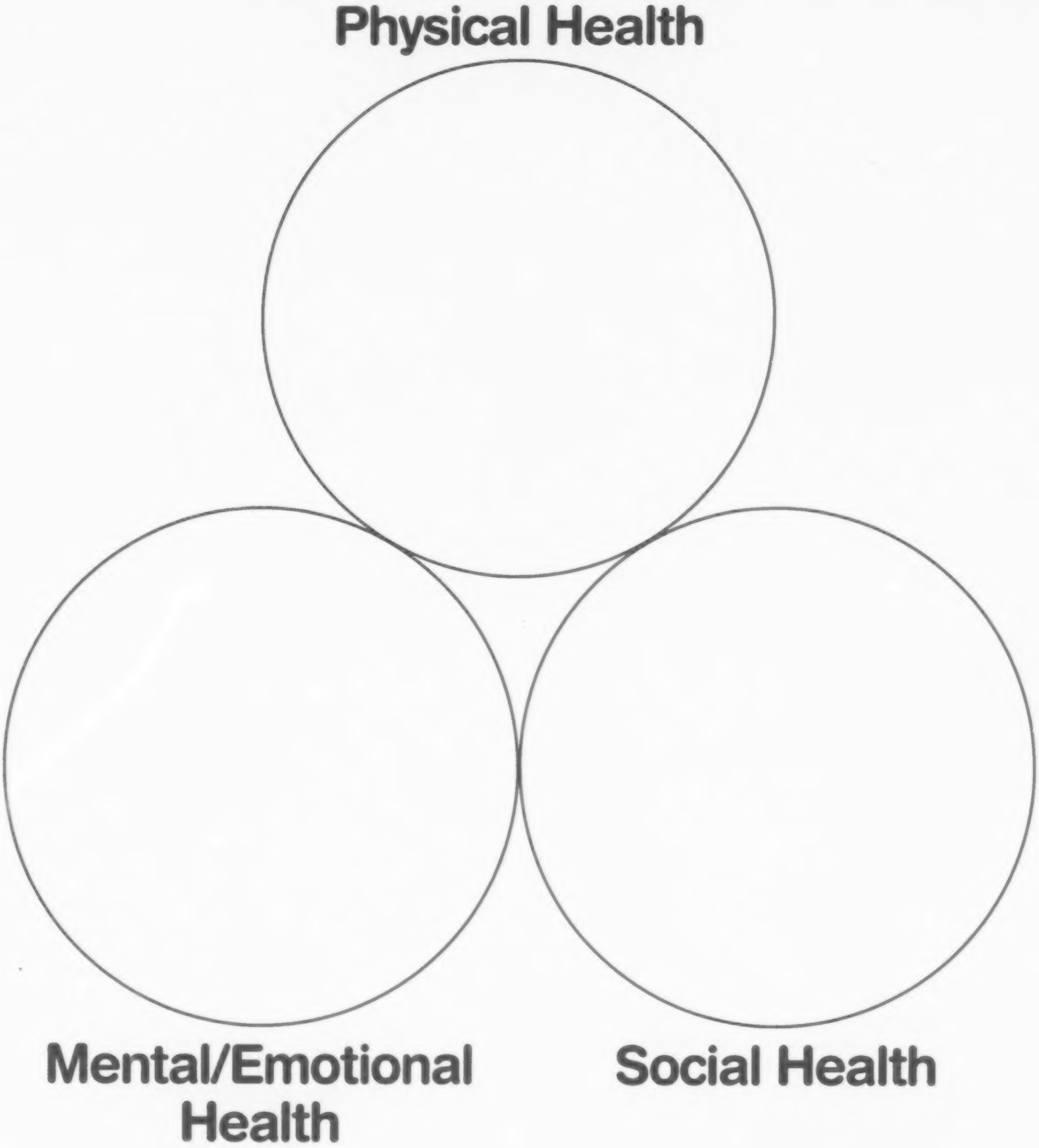
Name ______________________________

My Healthy Choices

Directions: Inside each of the circles, write one behavior that would contribute to that aspect of health.


Physical Health
Mental/Emotional Health
Social Health

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Name ______________________________

Interview a Friend

Directions: Fill in the blanks with information you learn from your partner.

Name: ______________________________

Birthday: ______________________________

What are you better at than anyone else you know? ______________________________

____

What is your best subject in school? ______________________________

What do you want to do when you grow up? ______________________________

____

What do you do that makes your family proud of you? ______________________________

____

What makes you proud of yourself? ______________________________

____

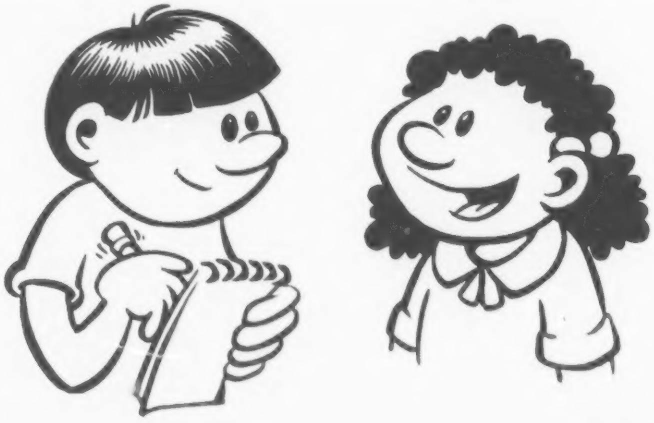
What new thing would you like to learn? ______________________________

What's the most important thing you've learned about life? ______________________________

____

What are three words that describe you? ______________________________

____



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Name ____________________

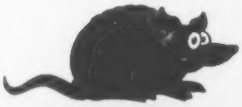
It's Important to Like Myself

Ways to like myself:

1. ____________________
2. ____________________
3. ____________________

Why it is important:

1. ____________________
2. ____________________
3. ____________________



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Name ______________________________

Making Decisions

Directions: Use the first four decision steps to analyze each of these decisions. Write your answers to the questions.

Janet's Decision

Janet just got home from school, and she is very hungry. Her mom has left her a note. The note says, "You can have a small apple or four peanut-butter crackers for a snack." But Janet knows that there's a bag of cookies in the cabinet.

What decision does Janet have to make? ______________________

What are her choices? ______________________

What are the consequences of each choice? ______________________

____

What do you think is the best decision for Janet? ______________________

____

Manny's Decision

Manny's friends want to play in an abandoned building. They have invited Manny to play with them. Manny thinks the building may be dangerous. A friend says, "Don't worry. My cousin played there yesterday and he's OK."

What decision does Manny have to make? ______________________

What are his choices? ______________________

What are the consequences of each choice? ______________________

____

What do you think is the best decision for Manny? ______________________

____

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Name ______________________________

Winning Decisions?

Rondel's Decision

Rondel's parents insist that he get ten hours of sleep each night. Tonight he sees that there's a great movie on TV at midnight. Rondel decides to set his alarm for midnight and get up and watch the movie, even though tomorrow is a school day.

	YES	NO
Is Rondel's decision a safe one?	☐	☐
Does Rondel's decision help him become healthy or stay healthy?	☐	☐
Does Rondel's information come from people he can trust?	☐	☐
Does Rondel's decision follow his family's guidelines?	☐	☐

What do you think Rondel should do? ______________________________

____

LaToya's Decision

LaToya's parents have told her never to take medicine unless they give it to her. LaToya's stomach started hurting while she was at school. She told a friend. Her friend gave her a little red pill and said, "Take this pill. It's great. It even helps me when my feet hurt." LaToya decided to take the medicine.

	YES	NO
Is LaToya's decision a safe one?	☐	☐
Does LaToya's decision help her become healthy or stay healthy?	☐	☐
Does LaToya's information come from people she can trust?	☐	☐
Does LaToya's decision follow her family's guidelines?	☐	☐

What do you think LaToya should do? ______________________________

____

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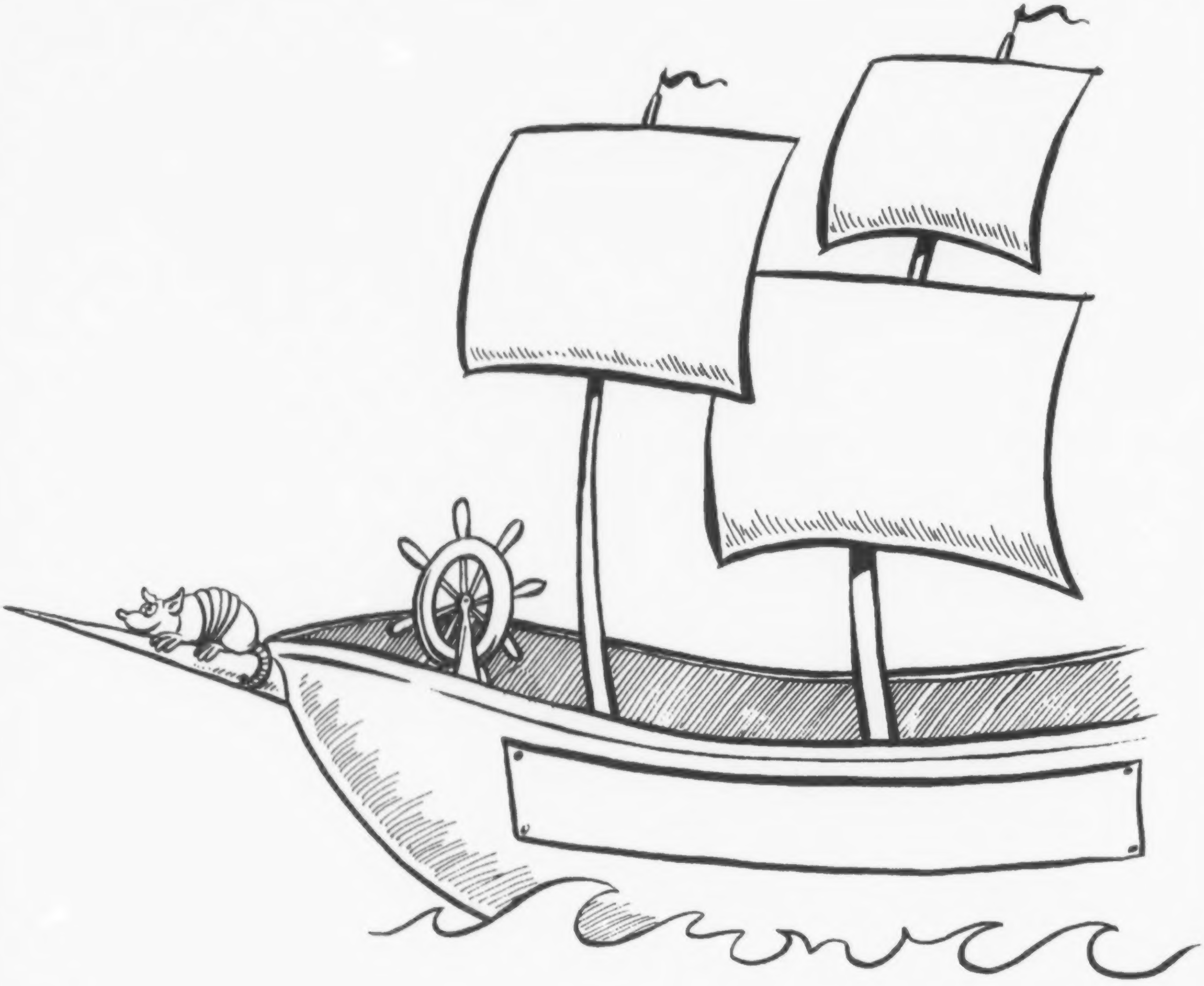
Decision Ship

Directions: Complete the sentence with a decision you make. Then draw yourself steering this ship. Give the ship a name. Think of three influences on your decision, and draw them in the sails. Label the influences.

I decide to ______________________________



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Are They Friends?

Directions: Read the story about each of these friends, and answer the questions that follow it.

Case #1—Marcia

Marcia is lots of fun to be with. Lucy loves to ride bikes and play basketball with her. Marcia is pretty smart. She wants to be the smartest student in fourth grade. Sometimes she even cheats on spelling tests just to be sure she gets 100 percent.

When Marcia and Lucy play together, they play games Marcia likes most of the time. Whenever Lucy suggests something else, Marcia ignores her. Sometimes Lucy feels angry when Marcia does that.

What are Marcia's good points? ______________________________

____

What are Marcia's bad points? ______________________________

____

Do you think Marcia is a good friend for Lucy? Why or why not? __________

____

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Name ____

Are They Friends? (continued)

Case #2—Chuck

Chuck is very good-looking. He always does what his mother tells him. Before Rosa got a new Nintendo game, Chuck never wanted to do things with her. But now he always wants to play with her. Chuck is fun to play with.

Rosa's family has a rule that she can play Nintendo only one hour a day. But sometimes Chuck comes over when no one else is home. Then Rosa and Chuck play longer than an hour.

"What they don't know won't hurt them," Chuck says. Rosa likes playing more Nintendo, but she feels kind of bad about breaking her family's rule.

What are Chuck's good points? ______________________________

____

What are Chuck's bad points? ______________________________

____

Do you think Chuck is a good friend for Rosa? Why or why not? __________

____

Case #3—Ira

Ira is very funny. He loves to talk and talk. He talks a lot about himself and his family. He's smart, and he has lots of great ideas. But Ira is not a good listener.

Sometimes when Ben invites him over after school, Ira says he'll come, but he doesn't show up. If Ben calls to ask him why he didn't come, Ira will say Ben didn't ask him to.

Once Ira talked Ben into climbing on the garage roof with him. But that's the only time they ever did something that dumb. Ben likes being with Ira.

What are Ira's good points? ______________________________

____

What are Ira's bad points? ______________________________

____

Do you think Ira is a good friend for Ben? Why or why not? __________

____

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Name ______________________________

My Friends

Directions: Write the initials or secret code initials for three of your friends at the top of the first three columns. Write your own initials in the last column. Then write yes or no in each column to answer the questions about your friends and yourself. Are these friends good friends for you? Are you a good friend for others?

Initials				
1. Can I trust this friend?				
2. Does this friend act in a safe and honest way?				
3. Will this friend tell me if I'm doing something wrong or unsafe?				
4. Does this friend listen to me and understand what I say?				
5. Does this friend like me for myself, not just for my games or clothes?				
6. Can we work things out if we disagree?				
7. Does this friend follow her or his family's rules and help me follow my family's rules?				
8. Do I like to be with this friend?				
9. Do I feel good after being with this friend?				

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Name ____

Peer Power

Directions: Write one or two sentences about an example of peer power. Then draw a picture of the example.

____

____

____

____

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Name ______________________________

Practice Saying No

Directions: Listen to your teacher read each challenge. After the challenge, read the response. Be sure to use a firm and friendly voice.

Challenge 1

Challenge: Why don't you come over to my house? We can climb up the ladder and sit on the garage roof.

Response: No, I don't want to sit on the garage roof today. Let's go shoot baskets instead.

Challenge 2

Challenge: Why don't you use your milk money to buy a soda instead? Then we can get two straws and share it.

Response: No, I don't want soda. I'd rather have milk. But we can get two straws and share the milk.

Challenge 3

Challenge: A bunch of us are going to go over to the park and smoke a cigarette. Why don't you come on over, too?

Response: No, I don't want to smoke. Let's go for a bike ride instead.

Challenge 4

Challenge: I want some candy. Let's go over to the Stop-and-Shop, and we'll grab some when the clerk isn't looking.

Response: No, I don't want to do that. Come to my house. Let's see if my mom has some treats instead.

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Name ____

Broken Record

To use the Broken Record tactic, repeat the word *no* as many times as you need to until the other person gets the message.

Pat: Guess what? I found two cans of beer in the garage. Want one?

Chris: No, thanks. I don't want any beer.

Pat: What are you? Some kind of baby? I've been drinking beer since I was five. Come on and have a beer.

Chris: No, thanks. I'm not thirsty.

Pat: This has nothing to do with being thirsty. Drink this beer.

Chris: Let's go over to the park and ride bikes instead.

Pat: Chris, What are you—chicken?

Chris: No, I'm not a chicken. I just don't want any beer.

Pat: OK, OK. Just forget it.

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Name ____

How to Delay

These delaying tactics can help you postpone saying no.

Say Something Else

Maybe later.

Not right now.

Sorry, I have to get home.

Look at that kid over there.

I don't like that kind.

I have to think about it.

I don't feel well.

I've got to get something.

I have a lot of homework.

Not now. I'm busy.

Do Something Else

Pretend you don't hear the question.

Drop something and spend a lot of time finding it and picking it up.

Take whatever is offered and pass it on to someone else.

Go to the bathroom.

Pretend you're looking for something (in your pocket or backpack).

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Name ______________________________

Pick a Situation

Directions: Use the ideas in the columns below to make up some situations where one person has to say no. Work with your partner to decide who will be Person 1 and who will be Person 2. Pick an identity for Person 1 from the first column. Then pick an identity for Person 2 from the middle column. Decide what the problem is by picking any situation from the last column.

Remember, Person 1 likes to make choices that are safe and healthy. Practice acting out the situation. Person 2 should try to get Person 1 to change his or her mind. Person 1 should practice the no-statements and delaying tactics discussed in class. Choose new identities and new situations and practice several times.

Person 1	**Person 2**	**Person 2 wants Person 1 to:**
you	a cousin	chew smokeless tobacco
your mom	a friend	steal a magazine
your sister	a neighbor	take some strange pills
your dad	a teenager	get in a fight
a classmate	your friend's brother	have a beer
a kid in kindergarten	someone who works at the grocery store	climb the fence to the pool at night
your brother	your aunt	cheat on a test

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Name ________________________________

What a Body!

Directions: Look at the names of the body systems. Find these names in the puzzle.

skeletal
muscular
circulatory
respiratory
nervous
digestive
urinary
endocrine
reproductive

d	c	o	n	x	b	a	c	i	m	c	y	l	k	u	m
t	r	h	i	o	n	l	e	g	d	i	s	q	d	n	y
s	c	g	t	i	y	r	o	t	a	r	i	p	s	e	r
k	j	r	m	p	u	l	z	m	w	c	u	l	h	r	t
y	f	b	s	r	e	p	r	o	d	u	c	t	i	v	e
a	l	u	w	r	c	h	m	p	e	l	i	o	t	o	r
l	e	c	n	a	n	a	d	y	r	a	n	i	r	u	a
e	s	k	e	l	e	t	a	l	x	t	r	a	l	s	q
m	z	s	w	u	d	r	e	n	d	o	c	r	i	n	e
s	b	a	r	c	i	e	f	n	p	r	n	e	h	a	t
e	v	i	t	s	e	g	i	d	z	y	j	r	e	k	c
e	d	i	d	u	c	l	n	j	e	n	i	s	o	n	p
b	b	i	l	m	o	r	i	y	w	a	c	l	e	g	a

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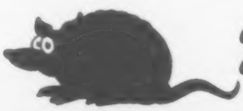

Name ______________________________

Here We Grow! Bingo Squares

Directions: Cut out 24 squares from this page to glue on your **Here We Grow! Bingo Card.**

Eat fruit for a snack.	Drink a glass of water.	Keep your hair clean.	Jump rope.	Try popcorn or pretzels instead of chips.	Play running games.
Ride your bike.	Eat fresh vegetables.	Take a shower or bath.	Dance.	Have yogurt for dessert instead of cake.	Use stairs instead of elevator.
Roller-skate.	Practice shooting baskets.	Eat rice or pasta.	Go swimming.	Play on the monkey bars.	Wash your hands after using the bathroom.
Take a ten-minute rest.	Wash your hands before eating.	Try a baked potato.	Go on a hike.	Play soccer.	Choose a healthy snack.
Drink a glass of milk.	Brush and floss your teeth.	Have a peanut butter and jelly sandwich.	Sleep eight to ten hours a night.	Walk to the library or store.	Have fun at the playground.
Eat salad.	Keep fingernails clean.	Eat protein (meat, fish, nuts, beans).	Go to bed on time.	Try carrots or cantaloupe.	Play tag.
Drink fruit juice.	Wash your face twice a day.	Eat breakfast.	Take a nap if you're tired.	Have some orange juice.	Eat lunch.

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Name ______________________________

Here We Grow! Bingo Card

Directions: Glue a Here We Grow! Bingo square to each square on this card except the center square. Then use this card to play Bingo in class.

		 Free		

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Name ____

All About Growing

Directions: Read the list of factors that affect how you grow. Think about each one. Decide if it is something that you *can* control or something that you *cannot* control. Write the things that you *can* control in that column. Write the things that you *cannot* control in the other column.

Nutrition
Endocrine system
Exercise
Rest and sleep
Keeping clean
Genetics

I can control	I cannot control
______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

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Name ______________________________

How Exercise Helps

Directions: With your group, discuss how the activities listed help the body. Do they build strength, flexibility or a stronger heart? Write the name of the activity in the column it belongs in. Then circle any of the activities that you have done in the last two weeks. Put a star next to any activities you would like to try in the next two weeks.

Strength	Flexibility	Stronger Heart

climbing
gymnastics
running
swimming
tumbling
monkey bars
ballet
walking
chin-ups
push-ups
yoga
sit-ups
tennis
riding a bicycle
throwing balls
soccer
tug-of-war
jumping rope

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Name ______________________________

Healthy Choices About Exercise

Directions: Answer the questions about activities that you do. Then draw a picture of one of the activities.

1. What activities build strength? ______________________________

____

2. What activities build flexibility? ______________________________

____

3. What activities build a stronger heart? ______________________________

____

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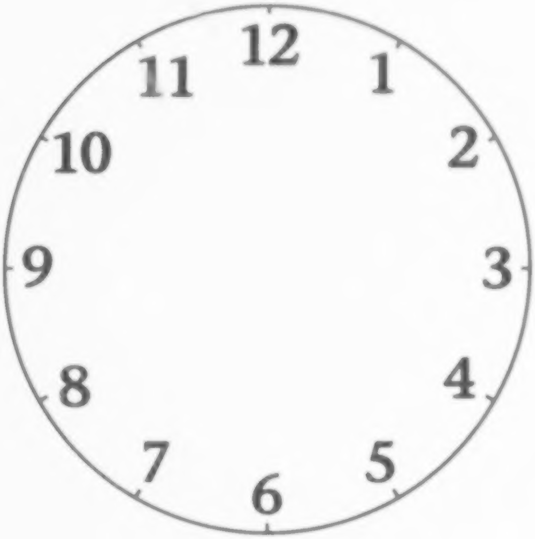
Name ______________________________________

When I Sleep

Directions: Mark one clock to show a good time for you to go to bed. Mark the second clock with a good time for you to get up in the morning. Remember that you need ten to eleven hours of sleep each night.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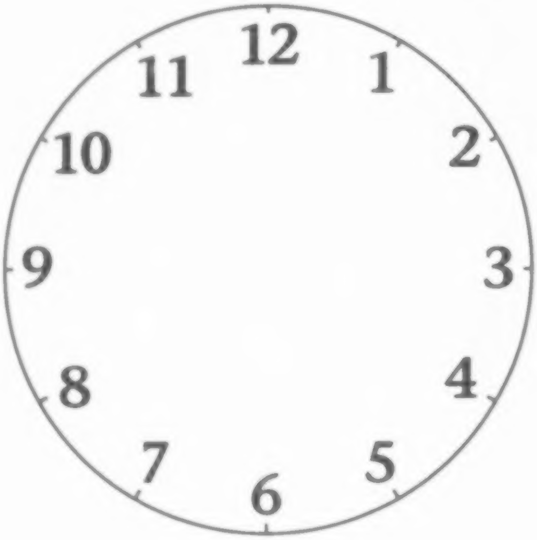
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11

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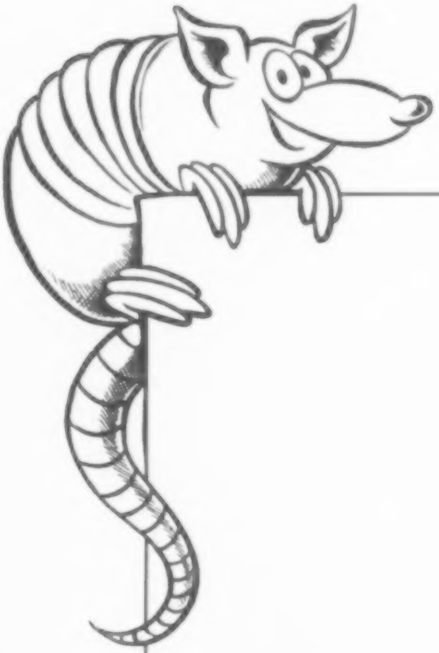
Name ______________________________

Germs and Disease

Directions: Answer the following questions. Then draw a picture of or write about what viruses do to the body's cells.

1. Two kinds of germs are ______________ and ______________.
2. The virus that causes AIDS is called ______________.
3. The virus that causes AIDS lives only ______________ the body and in certain body fluids.
4. In the box below, draw a picture or write about what viruses do to the body's cells.



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Name ______________________________

All About Nutrients

Directions: As you listen to the group presentations, fill in the information you learn about each nutrient under that nutrient's name.

Carbohydrate

How it helps the body ______________________________

____

____

Good sources ______________________________

____

Protein

How it helps the body ______________________________

____

____

Good sources ______________________________

____

Fat

How it helps the body ______________________________

____

____

Good sources ______________________________

____

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Name ____

All About Nutrients (continued)

Vitamins

How they help the body ______________________________

____

____

Good sources ______________________________________

____

Minerals

How they help the body ______________________________

____

____

Good sources ______________________________________

____

Water

How it helps the body ______________________________

____

____

Good sources ______________________________________

____

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Name ______________________________

How My Body Uses Food

Directions: Write the names of the parts used in the digestive process on the blank lines in the order that matches when they occur in the process. The first step in the process has been written on the top line for you.

The Digestive Process

esophagus
small intestine
colon
teeth
tongue
stomach
large intestine

teeth
____
____
____
____
____
____

Name the most important nutrient for removing waste from the body.

____

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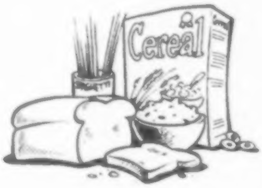
Name ____

Healthy Eating

Directions: Watch the pantomimes of the food group functions. Then fill in the function of each food group. Add examples of foods from each food group.

Grains Group



Function: ____________________________________

Foods: ______________________________________

Vegetables Group

Function: ____________________________________

Foods: ______________________________________

Fruits Group

Function: ____________________________________

Foods: ______________________________________

Milk Group

Function: ____________________________________

Foods: ______________________________________

Meat Group

Function: ____________________________________

Foods: ______________________________________

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Name ____

My Healthy Eating Goals

Directions: Set your goals for healthy eating. Fill in the number of servings from each food group you plan to eat for a day. Then fill in the chart to show how many servings you do eat from each food group.

My Goals

I will eat ______ servings from the grains group.

I will eat ______ servings from the vegetables group.

I will eat ______ servings from the fruits group.

I will eat ______ servings from the milk group.

I will eat ______ servings from the meat group.

How I Did on ____________
(date)

Group	Grains	Vegetables	Fruits	Milk	Meat
Number of Servings	9	9	9	9	9
	8	8	8	8	8
	7	7	7	7	7
	6	6	6	6	6
	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1

Did you meet your goal? ____________________________________

Why or why not? ____________________________________

____

Actions for Health 4

Name ____________________

Prescription Label-Wise

1. ____________________ Pharmacy Phone __________

____

2. No. __________ 3. Dr. ____________________

4. ____________________ 5. __________ 11. ______

6. ____

7. ____

____

____

10.

8. ____________________ Refills 9. Exp. ____________________

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Name ____

Over-the-Counter Label-Wise

Directions: Work with your group to find the following information on the label your teacher gives you. Then answer the questions.

1. What is the brand name of your OTC medicine? ____________________

2. What is it used for? ____

3. What is the recommended adult dose? ____________________________

4. Is there a recommended child's dose? ______________________________

   If so, what is it? ____

5. How often should this medicine be taken? __________________________

6. Are there any cautions or warnings? ______________________________

   What are they? ____

   ____

PINK MEDICINE
PINK MEDI-CINE
PINK MEDICINE

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Name ______________________________

Saying No to Drugs

Directions: Read the first two scripts with your teacher. Then work with your partner to write no statements for the last three scripts.

Script A

Teacher: My brother gave me some smokeless tobacco, like all the ball players chew. Here. Take some.

Students: No, thanks. I've got gum instead. Would you like some?

Script B

Teacher: I took a wine cooler out of the fridge. Let's share it.

Students: Thanks, but I don't want any. I'm not very thirsty. Why don't we go ride our bikes instead of sitting around?

Write Your Own Scripts

Pat: I found a pack of cigarettes in the parking lot. I'm going to try one tonight. You want to come with me?

Chris: ______________________________

____

____

____

____

____

____

____

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Name ______________________________

Saying No to Drugs (continued)

Lynn: It won't hurt if I put some rum in the lemonade. You know, it's very grown-up to drink.

Logan: ______________________________

____

____

____

____

____

____

____

Ali: Let's drink some beer. It will help us cool off.

Andy: ______________________________

____

____

____

____

____

____

____

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Name____

Saying No Again to Drugs

Directions: Read the first broken record script with your teacher. Then work with your partner to write your own broken record script on the next page.

Teacher: Why don't you share this raspberry wine cooler with me?
Student: No, thanks. I don't want to drink a wine cooler.

Teacher: Have you ever had one? They taste like fruit juice. How can you say you don't want it if you never tasted it?
Student: I don't like the taste of raspberry.

Teacher: That's okay, I've got a peach wine cooler, too.
Student: I don't want a peach cooler either. Wine coolers have alcohol, and I don't want to drink alcohol.

Teacher: Are you afraid of booze? Come on. Have some. You'll like it.
Student: No, thanks. I'd rather go back to my house and shoot some baskets. You want to come?

Teacher: Aren't you thirsty?
Student: Not really. But I really want to go shoot baskets. Why don't you come?

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Name ______________________________

Saying No Again to Drugs (continued)

Your Own Broken Record Script

Robin: I can get you a pack of cigarettes for $2.

Terry: ______________________________

____

____

____

Robin: What are you? Some kind of cheapskate? You'll like these cigarettes.

Terry: ______________________________

____

____

____

Robin: Maybe you're afraid to smoke?

Terry: ______________________________

____

____

____

Robin: Just try one. I know you're going to like it!

Terry: ______________________________

____

____

____

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Name ______________________________

Shape of My Family

Directions: Color in a square for each family member you live with. If you have family members who are not listed, add them in the blank squares.

	younger brother	grandmother	younger sister	older brother
older sister	dad	older sister	mom	stepdad
stepmom	aunt	me	older brother	younger brother
family friend		younger sister	uncle	older brother
older sister	younger brother	grandfather	younger sister	

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Name ______________________________

Family Goals Quilt Square

Directions: Cut out the quilt square. Draw pictures inside the square of two or three of your family goals. Then decorate your square.

List the names of everyone in your family on the lines.

My family includes:

____________________ ____________________

____________________ ____________________

____________________ ____________________

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Name ____

What Would You Do?

Directions: Read the three case studies below. Pick two of them and write about ways to heat up or cool down the two conflicts.

Case 1: Someone comes up to you and says you have an ugly nose.

Way to heat up the conflict:

Way to cool down the conflict:

Case 2: You want to watch television. Your sister wants to play the radio. The television and radio are in the same room.

Way to heat up the conflict:

Way to cool down the conflict:

Case 3: You take your Mom's pocket calculator to school. When you get home from school, you discover that you've lost it.

Way to heat up the conflict:

Way to cool down the conflict:

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Name

Hot Lunch Case Study

Before Art's mom remarried, Art and his brother always ate the school hot lunch. Now Art's stepdad wants to make lunches for Art to take to school every day. Art would rather eat the hot lunch.

What's the problem?

Possible solutions:

Circle the best solution.

Is your best solution a win-win solution? Do both Art and his stepdad win?

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Name ____

Games Case Study

Your grandfather has offered to play a game with you and your cousin. Your grandfather doesn't care which game you play. You want to play Monopoly. Your cousin wants to play dominos.

What's the problem? ______________________________________

Possible solutions:

____

____

____

____

____

____

____

____

____

Circle the best solution.

Is your best solution a win-win solution? Do both you and your cousin win?

____

____

____

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Name ____

Spend or Save Case Study

You just earned $4.50 mowing the next door neighbor's lawn. You've decided to spend your money on a paperback book. Your father tells you that he thinks you should put the $4.50 in your savings account at the bank.

What's the problem? ________________________________

Possible solutions:

____

____

____

____

____

____

____

____

____

Circle the best solution.

Is your best solution a win-win solution? Do both you and your dad win?

____

____

____

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Name ____________________

Smoking Case Study

Shani can't stand the smell of smoke. Shani's mother is a heavy smoker. She smokes in the house, in the car and just about everywhere she goes. Shani especially doesn't like it when her mother smokes in Shani's bedroom.

What's the problem? ____________________

Possible solutions:

Circle the best solution.

Is your best solution a win-win solution? Do both Shani and her mother win?

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Name ______________________________

The Big Four Case Study

You and three of your friends have formed a brand new club. You've decided on a name—"The Big Four." And you've chosen the club song and meeting date. But everyone wants to be the president.

What's the problem? ______________________________

Possible solutions:

____

____

____

____

____

____

____

____

____

Circle the best solution.

Is your best solution a win-win solution? Do you and all three of your friends win? ______________________________

____

____

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Name ____

Celebration Case Study

Fadi's family always celebrates birthdays with a special home-cooked meal and a homemade dessert. This year, Fadi's dad married a woman with three children. Fadi's stepmom always takes her children to a restaurant for their birthdays. Fadi's new stepsisters started complaining when Fadi said he wanted homemade lasagna and chocolate brownies on his birthday instead of going to a restaurant.

What's the problem? ________________________________

Possible solutions:

____

____

____

____

____

____

____

____

____

Circle the best solution.

Is your best solution a win-win solution? Do both Fadi and his new stepsisters win? ________________________________

____

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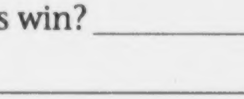

Name ____

Will It Burn?

Directions: Answer the questions about the fire danger in each of these cases.

1. A child goes into a closet and starts lighting matches.

Is there something that will burn? _______ If so, what is it? __________

Is there heat? _______ If so, what is it? ____________________________

Is there oxygen? _______

Could there be a fire? ________

Why or why not? _________________

____

____

____

2. An adult is smoking in bed.

Is there something that will burn? _______ If so, what is it? __________

Is there heat? _______ If so, what is it? ____________________________

Is there oxygen? _______

Could there be a fire? ________

Why or why not? ______________________

____

____

____

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Name ____

Will It Burn? (continued)

3. Someone is cooking at a stove. He is wearing a robe with very loose sleeves. The sleeves come very near to the flame under the pot.

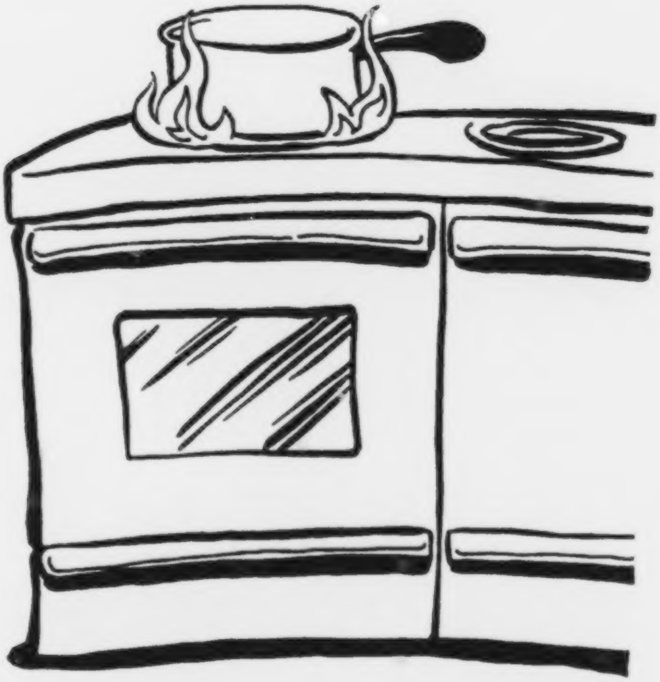
   Is there something that will burn? _______ If so, what is it? ___________

   Is there heat? _______ If so, what is it? ______________________________

   Is there oxygen? _______

   Could there be a fire? ________

   Why or why not? ____



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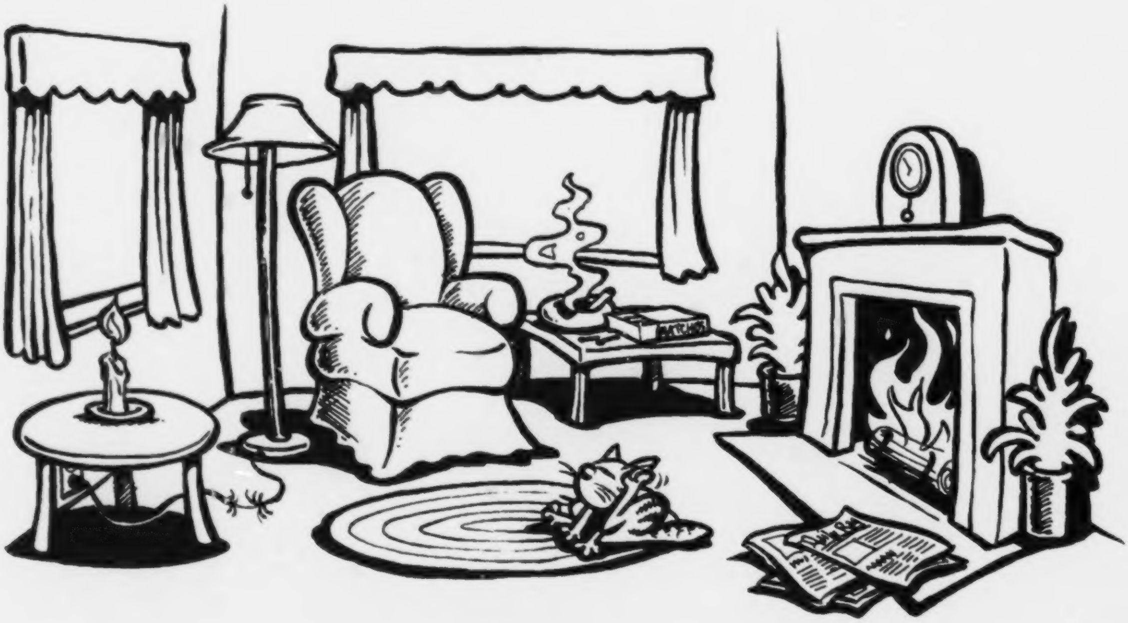
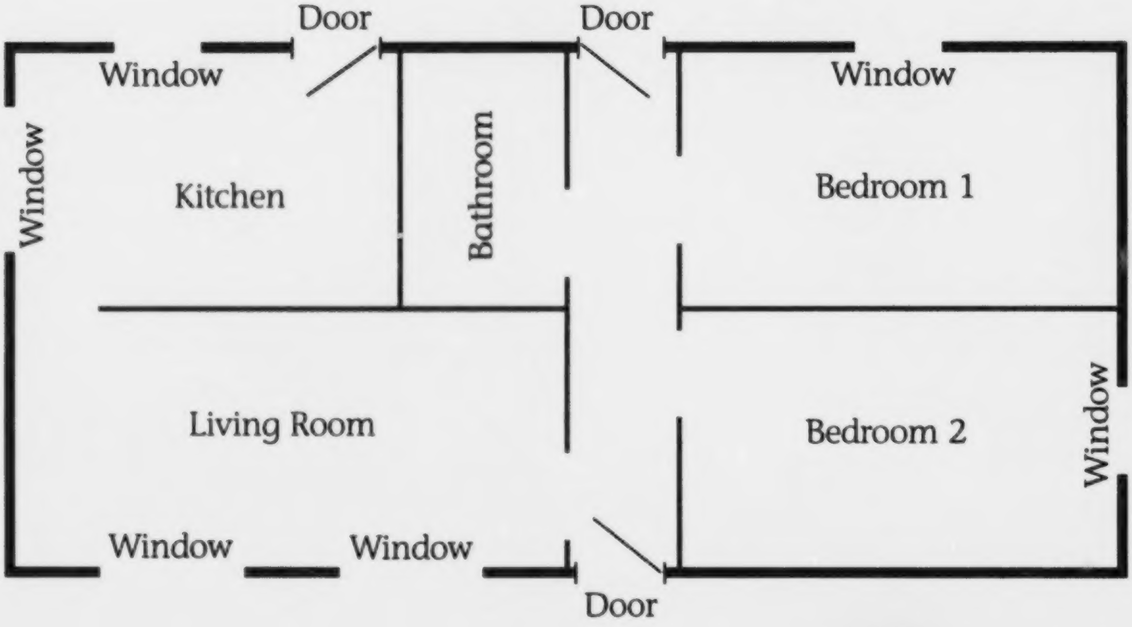
Name ______________________________

Fire Prevention Consultant

Directions: Circle the fire hazards in the top picture. Then draw two escape routes from each room on the floor plan.




Door
Door
Window
Window
Window
Kitchen
Bathroom
Bedroom 1
Living Room
Bedroom 2
Window
Window
Window
Door

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Name ______________________________

Burning Building

Directions: Explain why you should take each of these steps.

What You Should Do:	Why You Should Do It:
Stay calm.	
Stay low.	
Feel the door with the back of your hand.	
Do not open the door if it is hot.	
Take shallow breaths rather than deep breaths.	
Stuff a blanket or cloth in the crack at the bottom of the door.	
Yell and pound on walls.	
Wave something out the window and yell.	
Break the window.	
Meet at a safe meeting place.	

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Name ______________________________

How Dirty Is Air Pollution?

Directions: Place one tablespoon of salt in the glass bowl. Place one of the pennies on the salt. Cover the penny with another tablespoon of salt. Pour two or three tablespoons of lemon juice on top of the salt. Let the penny sit for five minutes.

When the five minutes are up, remove the penny from the bowl. Wipe it clean with the rag.

Hold the two pennies next to each other. Compare them. What do you notice?

Think About This

Both pennies were bright and shiny when they were made. But air pollution makes the copper in pennies tarnish very fast. If air pollution affects pennies like this, how do you suppose it affects human beings?

IN GOD WE TRUST
1982
LIBERTY

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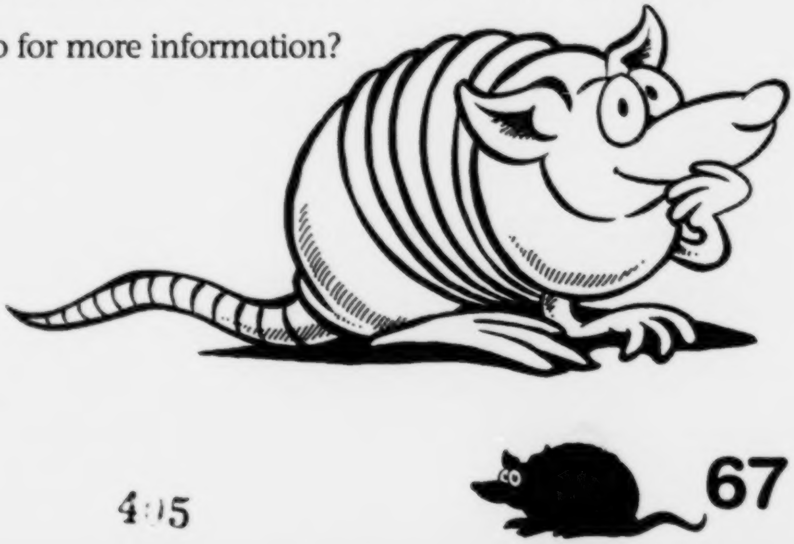
Name ______________________________

Judging Health Products

Directions: Use the following questions to rate some advertisements for health products.

1. Do I really need the product to stay healthy?
2. Is the product safe?
3. Is this the most healthful product I could use?
4. Does the ad use a celebrity endorsement? Is a famous person or cartoon character endorsing the product? Is that why I want it?
5. Do I want the product because there's a prize if I buy it?
6. Does the advertisement say that people will like me better or that I will be happier if I use the product?
7. Do I want the product because the ad says that everyone is using it?
8. Do I want the product because the advertisement is funny?
9. Do the people who recommend the product care about my health, or are they trying to make money?
10. What other information do I want to know before I buy this product?
11. Who could I talk to for more information?



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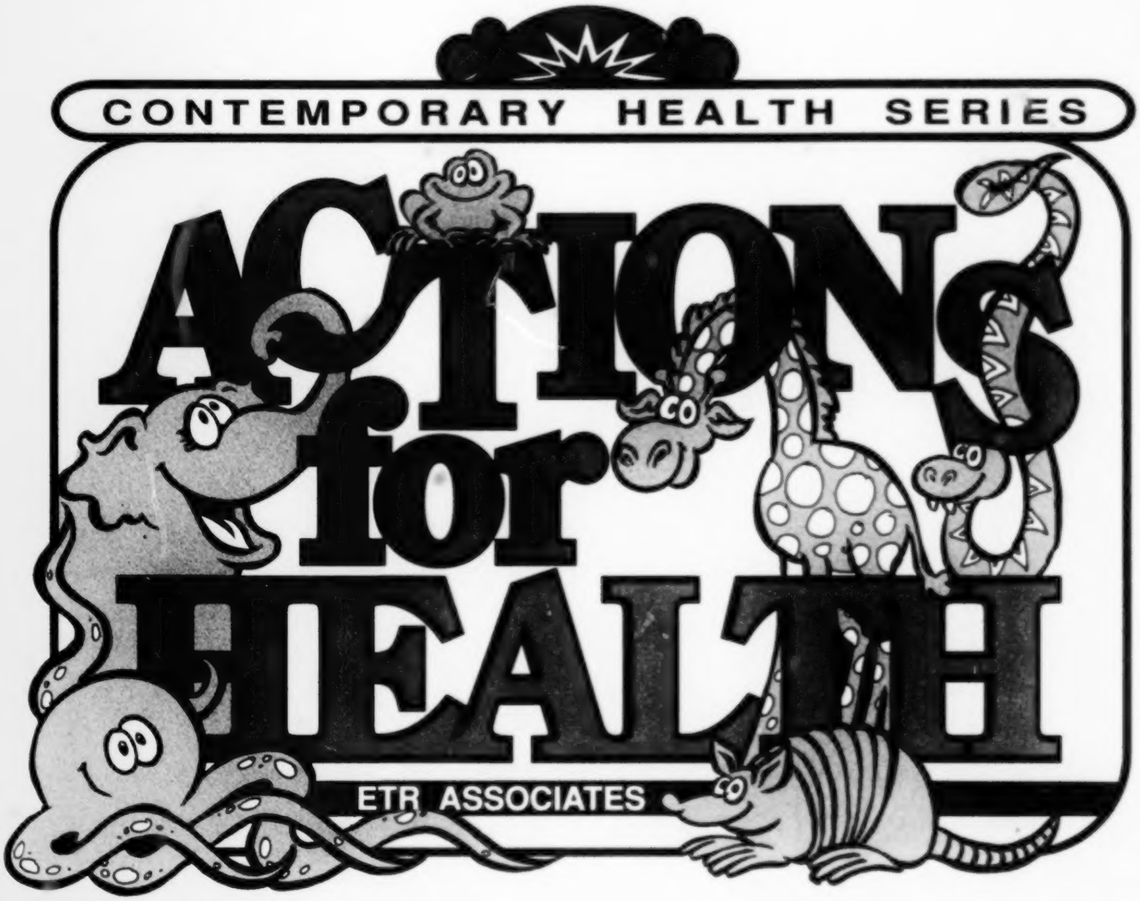

CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

ETR ASSOCIATES

SAMPLE

ıvolving Families

4

ETR ASSOCIATES

Introduction

Family and community involvement is an important aspect of a comprehensive health education program. Families are the primary lifestyle educators of their children. The health knowledge and skills students gain in the classroom must be supported and reinforced at home and in the community.

At every grade level, the *Actions for Health* curriculum has suggestions for home and family involvement, including letters that can be sent home with students on a variety of topics. The letters offer health information for families and children, suggest activities for family health and describe difficult topics.

For your convenience, we have collected the letters for this grade level in this booklet. These letters were developed to accompany specific lessons. We encourage you to use these letters as a tool to develop family and community involvement. Feel free to adapt them to meet your needs.

Other elements of the *Actions for Health* curriculum are also designed to foster family and community involvement:

- **Activity posters** (grades K-3)—These interactive posters feature suggestions for family activities around specific health themes.
- **Pamphlets** (grades 4-6)—These pamphlets, designed to appeal to preteens, can be shared with families.
- **Student booklets**—Each grade level includes two *Actions for Health* student booklets. These are entertaining stories, written around specific health themes, which children are encouraged to share with families.
- **Special Event**—Each grade level includes suggestions for a Special Event, which you can use to involve the school community, family members and the wider community.

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Additional copies of this booklet are available for purchase. Bulk discounts are available for classroom sets.

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ISBN 1-56071-307-0

Title No. H047

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

Peer Pressure

Date: ______________________

Dear Family:

As part of the *Actions for Health* curriculum, children are studying some of the influences on their decisions. Today we talked about the influences of peers, or peer pressure.

Your child has a pamphlet, *Peer Power!,* to share with you. This pamphlet suggests turning peer pressure around to make a positive influence on friends' choices.

PEER POWER!
the other side of peer pressure

You may want to discuss with your children some of the ways peer pressure or peer power influences them. One way to start such a discussion is to talk about a time when peer pressure or peer power influenced one of your decisions.

Building self-esteem helps empower children to resist peer pressure. You can enhance your children's self-esteem by catching them in the act of doing something well and letting them know. For example, compliment them on their music practice, on the way they tell a joke or play soccer, for remembering something you forgot, or for speaking politely on the telephone.

Sincerely,

____

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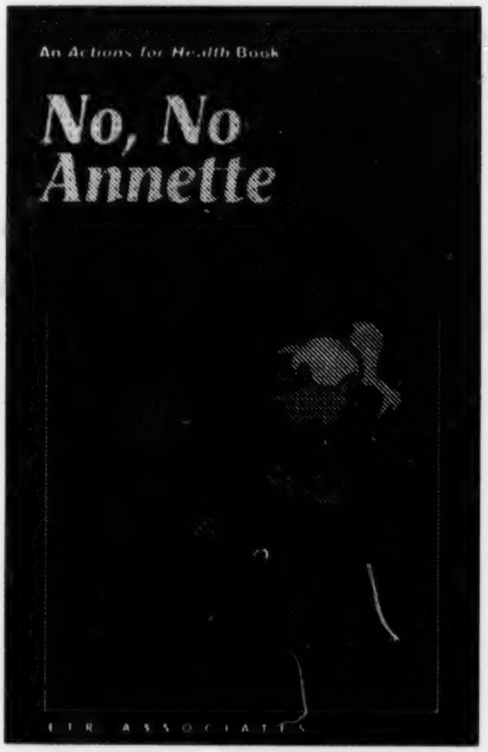
Saying No

Date: ______________________

Dear Family:

Children have been learning specific steps to take to help them say no. Your child has a story to share with you about using these steps. We read this story, *No, No, Annette,* in class today.

In the next *Actions for Health* lesson, children will learn some specific techniques for saying no to help them resist peer pressure. The techniques include the "broken record"—repeating the same phrase over and over—and "delaying tactics"—putting off giving an answer. Talk to your child about situations that may come up that will require her or him to say no. Encourage open communication about peer pressure and help your child practice the saying no techniques.



Please contact me if you have any questions.

Sincerely,

____

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HIV/AIDS Prevention

Dear Family:

Our elementary health curriculum, *Actions for Health,* includes a lesson on HIV/AIDS. The lesson emphasizes that HIV, the virus that causes AIDS, is not easily transmitted and that it can be avoided.

Preteenagers are beginning to be influenced by many things outside the home and family, including their peers and the media. These youth need information and skills to help them resist pressures to engage in risky behaviors.

This year's comprehensive health curriculum emphasizes Health Assertiveness. It gives children information to help them know what behaviors to say no to and offers practice in developing the skills to say no.

You are encouraged to see the lesson on HIV or any other lessons in the curriculum. It is also very important for you to talk to your child about this and other health topics. Please contact me if you have any questions.

Sincerely,

Healthy Eating for Your Child

Dear Family:

As part of the *Actions for Health* curriculum, our class has been studying nutrition. Children have learned about some important nutrients and the five food groups. The enclosed chart shows the five food groups and the recommended number of servings from each group for children ages six to ten. Children are encouraged to choose a variety of healthy foods each day.

Your child has a worksheet to share with you. On this worksheet, children are asked to set goals to eat a healthy number of servings from the five major food groups each day. Please help your child set goals for a day's eating and keep track of how well he or she meets those goals. In our next health lesson, we will be discussing children's progress.

If you have any questions, please contact me.

Sincerely,

____

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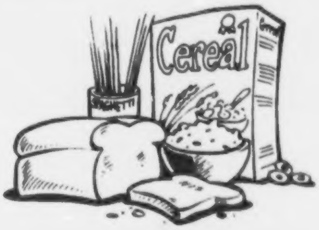
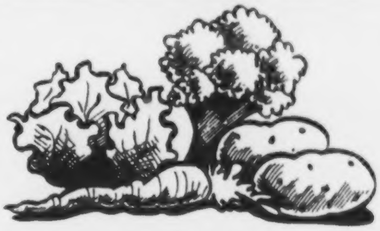
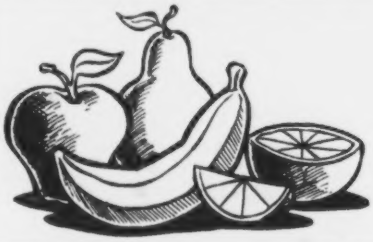
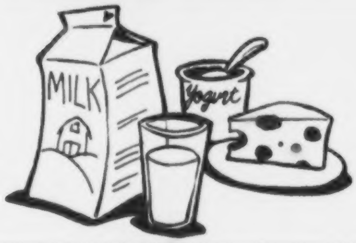
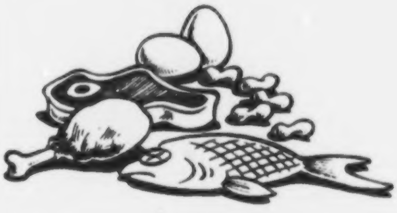
	**Grains**—6–9 servings (includes bread, tortillas, cereal, bagels, grits, rice, noodles, spaghetti)
	**Vegetables**—3–4 servings (includes fresh, frozen or canned; raw or cooked; vegetable juice)
	**Fruits**—2–3 servings (includes fresh or canned fruit, fruit juice)
	**Milk**—2–3 servings (includes milk and other dairy products, such as yogurt and cheese)
	**Meat**—2–3 servings (includes beef, pork, turkey, chicken, fish, eggs, beans, tofu)

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Family Life

Dear Family:

As part of the *Actions for Health* curriculum, our class is studying family life. This unit looks at the variety of families and the variety and importance of family goals.

Your child has a worksheet on family goals to share with you. Please help her or him complete the worksheet to indicate what's important to your family. When the worksheet is returned to class, your child will make a quilt square (out of paper) that illustrates some of the things that are important to your family.

A clear sense of the things their families think are important helps children develop a strong self-image and resist peer pressure. We encourage you to discuss your goals and values with your children. If you have any questions, please call.

Sincerely,

____

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Name ____

Family Goals

How important does your family think each of these things is?

	very	somewhat	a little	not at all
getting an education	☐	☐	☐	☐
saving money	☐	☐	☐	☐
having friends	☐	☐	☐	☐
being a family	☐	☐	☐	☐
our religion	☐	☐	☐	☐
having fun	☐	☐	☐	☐
our ethnic/racial heritage	☐	☐	☐	☐
buying name-brand items	☐	☐	☐	☐
exercising/being fit	☐	☐	☐	☐
eating healthy foods	☐	☐	☐	☐
sports	☐	☐	☐	☐
working hard	☐	☐	☐	☐
home	☐	☐	☐	☐
travel	☐	☐	☐	☐
being in business for self	☐	☐	☐	☐
leisure	☐	☐	☐	☐
being a good citizen	☐	☐	☐	☐
having privacy	☐	☐	☐	☐
music	☐	☐	☐	☐
entertainment	☐	☐	☐	☐
staying healthy	☐	☐	☐	☐
keeping promises	☐	☐	☐	☐
caring for pets	☐	☐	☐	☐
being honest	☐	☐	☐	☐
protecting the environment	☐	☐	☐	☐

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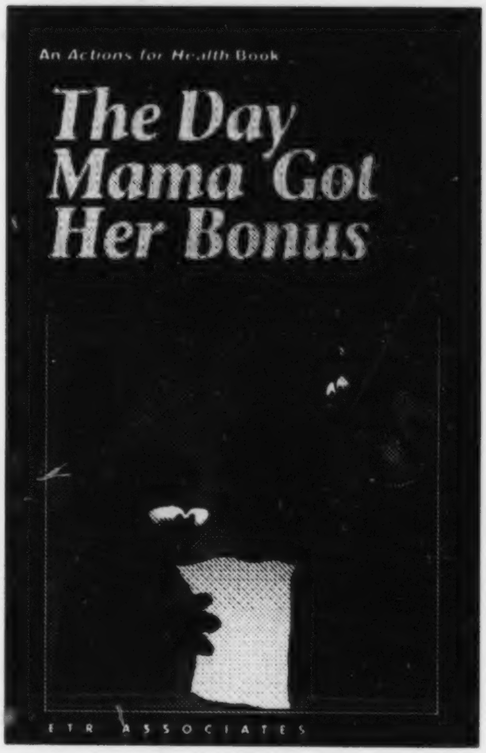
Conflict Resolution

Dear Family:

As part of the *Actions for Health* unit on family life, our class is studying conflict resolution. Children have learned about ways to settle conflicts without hurting others. The conflict resolution techniques we've studied include walking away, apologizing and negotiating.

Your child has a booklet to share with you, which we read in class today. The booklet, *The Day Mama Got Her Bonus,* illustrates how three brothers use negotiation and compromise to settle a conflict. I hope you will enjoy sharing this story with your child.

Sincerely,



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Fire Safety

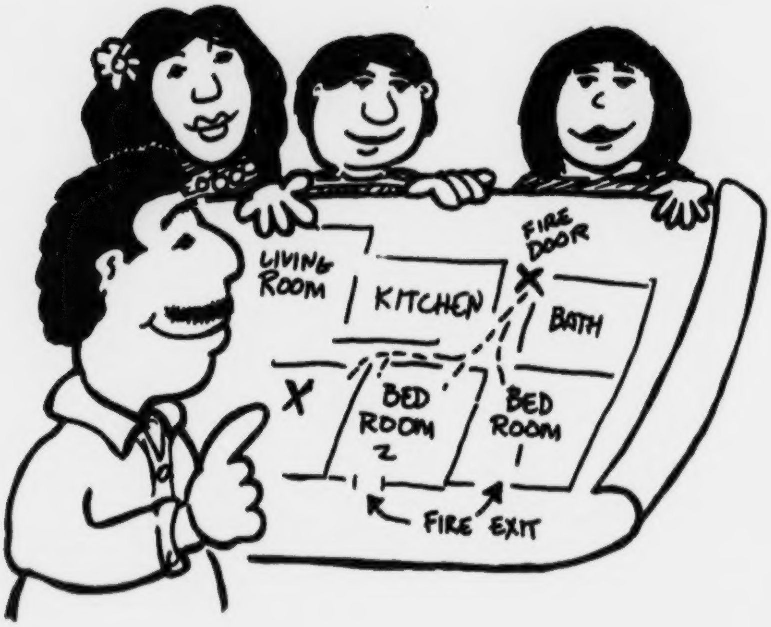
Dear Family:

Our class has been studying how to prevent fire injuries. Today your child is bringing home two worksheets to complete with your help—**Check Your Home** and **Family Fire Escape Route.** Please help your child complete these worksheets and return them to class.

Fire takes the lives of about five thousand people a year in the United States—4,100 of them in home fires. Most of these victims are under age thirteen. The two worksheets contain important information about fire safety for the home.

If you have any questions, please feel free to call.

Sincerely,



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Name ______________________________

Check Your Home

	Yes	No
1. Matches are stored out of children's reach.	☐	☐
2. Before we throw a match away, we always wet the top or make sure it's cold.	☐	☐
3. There are no electrical cords with frayed edges.	☐	☐
4. If we burn candles, we keep them away from flammable items.	☐	☐
5. If we have a fireplace, there is a screen on it.	☐	☐
6. We don't leave ovens and irons on when we leave the house.	☐	☐
7. Flammable things (newspapers, paints, rags and gasoline) are stored in the garage.	☐	☐
8. We have a smoke detector on every floor of our home.	☐	☐
9. We tested our smoke detectors today, and they all work.	☐	☐
10. We have a fire exit plan for our family.	☐	☐

11. Our family has a fire drill ____ times a year. Our last fire drill was ______________________.
(date)

Things We Need to Do to Make Our Home Safer from Fire Hazards:

____

____

____

Student ________ (date) Family member ________ (date)

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Name ____

Family Fire Escape Plan

Directions: Draw a floor plan of your home and label each room. Mark all doors, windows and stairs. If you have more than one floor in your home, make a different floor plan for each floor. Use a new sheet of paper for each plan.

Draw arrows from each room to show two exit routes out of the house. Always pick the shortest routes. Pick a spot away from the house where the family can meet. Mark it on this plan.

Student	(date)	Family Member	(date)

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